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ABSTRACT

The curriculum outlines objectives, materials, and activities for preschoolers with speech/language delay. The curriculum is intended for classroom use within a normal instructional schedule. The curriculum emphasizes building of receptive and expressive language. Activities address such developmental skills as socialization, family living, community helpers, community awareness, body care, color recognition, sensory experiences, shape recognition, listening skills, awareness of the environment, animal recognition, vocabulary skills, multimedia-multisensory activities, and holidays. Examples of the worksheets and illustrations are presented throughout. The curriculum is intended to reduce the disadvantage faced by children with delayed language skills. (CL)

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West Clay Preschool Curriculum

ESEA Title IV-C Project

Clay County Schools

Montpelier, Mississippi



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CHILD OF MINE

Child of mine, oh child of mine,
Wherever now you may be going,
Keep ever your eyes wide open, bright
With all your wonder always growing!

There's a cocoon that opened lies,
And empty egg shells broken, blue,
For a butterfly now flitting flies
And birdies soar and sing for you!

There's an acorn, helpless, small,
And a baby bird in a nest quite high;
But the acorn will grow to an oak tree tall;
And the birdie, an eagle in the sky!

Walk softly to the place you heard
The thing of melody with wings
Of silvery song a mocking bird,
And keep alive your wonderings!



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INTRODUCTION

This curriculum manual has been developed by the Clay County School System for a preschool program for speech delayed five year olds who are considered high failure risks upon entry into first grade. This project has been developed with a grant from Title IV-C, ESEA, and funds provided by the Mississippi State Department of Education's Special Education Division.

Children were placed in the program after thorough screening determined them to be handicapped in the area of language development. This curriculum has been designed to be used in a classroom setting and in the instructional schedule within which the elementary school (grades 1-6) operates. The program began with two classes containing a total of 29 children. The staff included two special education teachers, two teacher aides, and a speech therapist.

The curriculum is heavily oriented toward language development and building of both expressive and receptive language skills which will enable these children to function at peer level in a formal classroom setting. Intensive language development activities comprise the majority of this curriculum, but other developmental areas are also addressed.

Progress is closely monitored and test data is used to measure language skill growth.

The hypothesis upon which this project was based is that delayed language development puts children with this handicap at such a disadvantage that their chances for failure in school work are greater than for those children without this handicap.

Evaluation of the project is ongoing, but preliminary data is quite promising.

Packing Our Sack With Socialization Skills



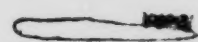
playing



helping
others

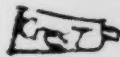


Family



Health and
Safety

6



understanding



making
friends

7

DEVELOPMENTALLY DELAYED
SPEECH/LANGUAGE
KINDERGARTEN CURRICULUM

Developmental Skills: Social

Area: Introductory Learning Activity

OBJECTIVES	MATERIALS	PROCEDURE/ACTIVITY
1. Discuss with students the importance of friends at school.	Bulletin Board	1. The teacher will use a bulletin board entitled "Make New Friends at School". A figure for each child with each of their names on it will be used. There may also be a figure for the teacher, aide, principal, secretary, bus driver, custodian, and cooks.
2. Respond to own written name.	Teacher-made materials.	2a. The teacher will make figures same as ones used above with the students' names on them. The student will be instructed to color and wear the tag. 2b. Each morning roll can be called by having the students raise their hands when the figure with their name is shown to the class. 2c. An activity that would help with learning each of the students' names is the song, "Who is Sitting Next to You?". This activity is also good for teaching left and right.
3. Discuss with students the importance of responsibility at school.	Song: Who is sitting next to you singing merrily and bright? On your right? (Clap, clap, clap) On your left? (Clap, clap, clap) Won't you please tell us his name? Teacher-made materials	3. The teacher will place each of the student's names on a piece of construction paper shaped like hands. These hands are placed in a pouch in front of the class entitled "Helping Hands". The Helping Hands child is chosen for a week to be the teacher's helper.

DEVELOPMENTALLY DELAYED
SPEECH/LANGUAGE
KINDERGARTEN CURRICULUM

Developmental Skills: Social

Area: Introductory Learning Activities

OBJECTIVES	MATERIALS	PROCEDURE/ACTIVITY
4. Discuss with students the rules and regulations at school and on the bus. 5. Get children to communicate.	School handbook. Books: "Paul is all Alone in the Woods" "What are Friends For" "We Like Kindergarten" "Let's Be Enemies"	4. The teacher reads rules and explains the importance of each rule. 5. The teacher gives the students a chance to be teacher when the class plays "Who Am I?". This is a riddle game that can be used with the "New Friends at School" bulletin board. Each child is asked to describe another child in the class and the other students try to guess who it is.

DEVELOPMENTALLY DELAYED
SPEECH/LANGUAGE
KINDERGARTEN CURRICULUM

Developmental Skills: Family Living

Area: Socialization

OBJECTIVES	MATERIALS	PROCEDURE/ACTIVITY
1. Help the child understand the members of his family and their roles.	People cards from Peabody Kit.	1a. Introduce the people (family) cards. Discuss the central members of a family. Finger Play: "The Family" This is mother we hold so dear, This is father so full of cheer, This is brother so strong and tall, This is sister so pretty and small, This is baby the shortest of all, So here they all together meet, This happy family is now complete.
2. Extend the child's understanding by using role playing for each member of his family.	Family Puppets Kit - It includes a face puppet of every member in family and suggestions on how to use them. Paper, pencils, crayons	1b. Teacher makes hand into a fist and introduces each one in order. Thumb is mother, etc. Encourage children to talk about their families. 2a. Let each child volunteer to be a family member and put on his face puppet. Then he will play his role in the family along with the other members of the family. 2b. Have children draw their family members. Afterward, they may discuss with class the members of their family (how many brothers, sisters, etc.)

DEVELOPMENTALLY DELAYED
SPEECH/LANGUAGE
KINDERGARTEN CURRICULUM

Developmental Skills: Family Living

Area: Socialization

OBJECTIVES	MATERIALS	PROCEDURE/ACTIVITY
3. Get children to communicate.	Song: Hap Palmer record. "He's Got the Whole World in His Hand". Song and Game: The Farmer in the Dell Books: "Is This You" by Krauss and Johnson "Why Couldn't I Be An Only Child" by Barbara Hogen "We Help Mommy" - Golden Book "A Tiny Family" - Bridwell "Little Fur Family" - Margaret Wise Brown "Grand Pa" by Barbara Borack "Middle Matilda" - Broomhall "Big Sister, Little Sister" by Zoloton "People in My Family" by Sesame Street	3. Let children make up verses and hand motions as they sing.
4. Get the children to listen and express what they have heard.	Flannel Board Kit Story - "The Little Ginger Bread Boy"	4. Tell the children the story first using kit. Then let the child use the kit to re-tell the story.
5. Become aware of analogies by using children in the room.		5. Ask the following questions. "All boys in the room stand up - All girls." Next call on different children and ask "Are you a boy or girl?" "Is your sister a boy or girl?" "Is your brother a boy or girl?" "What is your mother, father, etc."

DEVELOPMENTALLY DELAYED
SPEECH/LANGUAGE
KINDERGARTEN CURRICULUM

Developmental Skills: Family Living

Area: Socialization

OBJECTIVES	MATERIALS	PROCEDURE/ACTIVITY
6. Help the children with auditory discrimination by using words from the family unit.		6. State "I'm going to say some words and you say them after me. Mother-brother, boy-toy, book-baby, baby-baby", etc. "Now, you listen and tell me if the words I said are the same or different". (Repeat)
7. Make the children aware of daily chores for family members and their importance.	Filmstrip-Theresa and Her Family	7. Show filmstrip to children. Lead the children in a discussion about what each member's chores were in the filmstrip. Then let them tell their chores around the house.
8. Show the children various chores around the house and tools needed to do the chores.	Peabody Kit	8. Peabody Kit Daily Lesson No. 9, P. 13-14.
9. Describe and classify things in the home.	Peabody Kit	9. Peabody Kit - Daily Lesson No. 10, P. 15.
10. Help the children recognize that their family makes their house a home.	Pictures of different types of homes - apartment buildings, mobile homes, 1 story houses, 2 story houses, farm, city, country and suburbs.	10. Show these pictures to the children. Let them try to guess the type of home and where it is located. Ex. "What in the picture told them the apartment was in the city?", etc.

DEVELOPMENTALLY DELAYED
SPEECH/LANGUAGE
KINDERGARTEN CURRICULUM

Developmental Skills: Family Living

Area: Socialization

OBJECTIVES	MATERIALS	PROCEDURE/ACTIVITY
11. Get the children to communicate better concerning the family and home.	Books: "I Live in the City" - ABC Tell-A-Tale Book "The Country Cat" - Bridwell "Sylvester and Tweety Visit the Farm" "Things in My House - My Home" Golden Books "People in Neighborhoods" - Samuel and Ellis "Mother Goose in the City" Golden Book	11. Read and discuss. Bring out points the children need to know to be able to differentiate between different locations and types of homes.
12. Help the children classify and categorize things in the home.	Household cards from Peabody Kit.	12a. Use the household cards and have the children to name the cards in unison. Give each child a card to describe. After each child has a chance to tell about a card, ask for the cards back in categories. Say "Give me all the cards that belong in the kitchen, living room", etc. 12b. Put cards along the chalk tray. Let one child at a time come to the front of the room and quickly get a card. The child whispers to the teacher what it is. The child then clues the class on what he has chosen. The first child to guess correctly wins and takes a turn.

DEVELOPMENTALLY DELAYED
SPEECH/LANGUAGE
KINDERGARTEN CURRICULUM

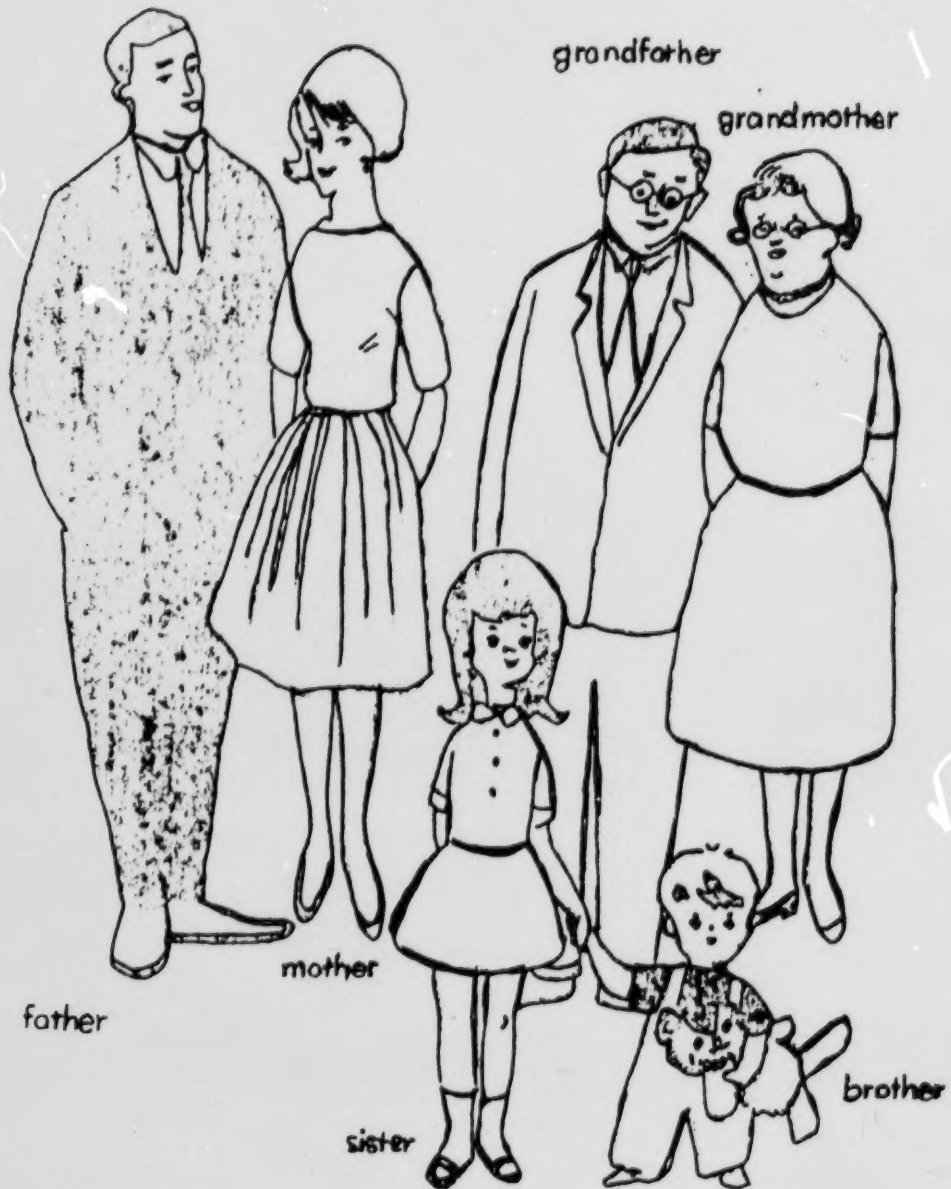
Developmental Skills: Family Living

Area: Socialization

OBJECTIVES	MATERIALS	PROCEDURE/ACTIVITY
1. Help the children understand city life.	Finger Play	13. Two little houses closed up tight. (two fists closed) Open up the windows and let in the light. (spread hands apart) Ten little people tall and straight. (hold up 10 fingers) Ready for the bus at half past eight. (fingers make running motion)
14. Understand how a home has its different rooms.	Tag board, paste, magazines, and catalogs, scissors, magic markers.	14. Draw a frame of a house on a piece of tag board. Label the rooms and talk about the house. Let the children cut out 2 or 3 pictures of household supplies and furnishings and explain where the items belong in the house. Instruct them to paste the items in the correct rooms. The final result will be a collage.
15. Display a working knowledge of the family unit	Teacher made questions.	15. Lead into a discussion by asking questions such as: 1. Who are the main family members? 2. Can people live in different places and still be a part of a family? 3. How is city life different from country life? 4. What kind of transportation do country children use to get to school? 5. Where do city children play? 6. What is an apartment? 7. What is a suburb? 8. Are families alike in many ways? 9. Are all homes exactly alike?

family

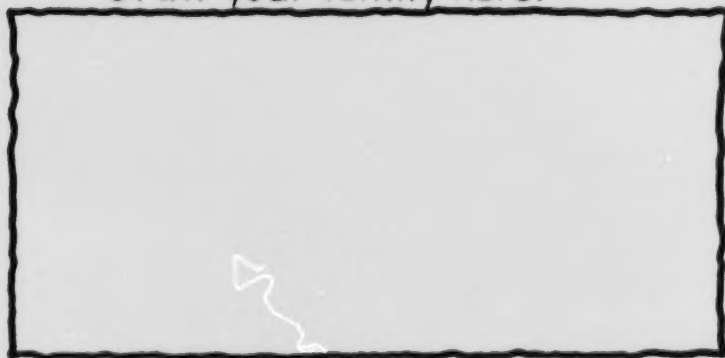
Here is a family.



WE ARE ALL SHAPES AND SIZES



Draw your family here.



COMMUNITY HELPERS

By: Story Lady

A policeman wears a shirt that is usually white, brown or blue
And it is neatly starched and pressed and it looks brand new.
It has different patches and the badges are shiny and bright,
And he helps protect all people either during the day or at night.

One of my favorites is a fireman who lets me sit on his lap,
When we ride in his big firetruck that is as red as his hat.
He has to move fast and he helps put out dangerous fires,
As we go around corners I love to hear the squeak of his tires.

A real important man that we should remember and not forget,
Is someone that most of us don't know or have not even met.
But his job of collecting trash helps to keep our houses clean,
And he always has people helping him, and they work like a team.

A postman also wears a uniform with a patch on a suit of blue,
And usually wears dark socks and always dark, black leather shoes.
He delivers packages and letters that come from near and far,
And brings the mail by foot or in a little white and blue car.

Each has a job that helps each of us in all that we may do,
And most of them are appreciated by only just a few.
But if we'd take time to realize how much they do every day
Then we'd know their helping hands touch ours in so many ways.

**DEVELOPMENTALLY DELAYED
SPEECH/LANGUAGE
KINDERGARTEN CURRICULUM**

Developmental Skills: Community Awareness

Area: Community Helpers

OBJECTIVES	MATERIALS	PROCEDURE/ACTIVITY
1. Make children aware of community helpers and their job descriptions. (Policeman, fireman, garbage man, baker, etc.)	Community Helpers Set 2, published by Hayes School Publishing Co. Books: "People You See" Walt Disney "Apron On - Apron Off" Helen Kay Crayon, glue, sacks, worksheet of mailman's face (doctor, baker, fireman, policeman) Poem: "Community Helpers" (Attached)	1a. Give different children posters of a community helper. Let each child explain the community helper poster he has and tell how he helps the community. Discuss the specific uniform of each helper. 1b. Make puppets so the children will associate the community helpers with the uniforms. Teacher should have one of each of these puppets made. Include each helper's uniform hat. These puppets may be used as a bulletin board. The children choose the community helper they like best and color his uniform the color it should be. Then cut out the puppet head and face and paste on the sack. The puppet may be used to tell stories about the community helper's job. 1c. Children must name the community helper when clues are given. The teacher will read each verse of the poem but leave out the community helper's name. The children will try to guess who the helper is from the clues given. 1d. Give the children a concrete experience by visiting the nearest town so they may visit the fire station, police station, library, bakery, post office, etc.

DEVELOPMENTALLY DELAYED
SPEECH/LANGUAGE
KINDERGARTEN CURRICULUM

Developmental Skills: Community Awareness

Area: Community Helpers

OBJECTIVES	MATERIALS	PROCEDURE/ACTIVITY
2. Identify the duties of a policeman and tell why he is important.	Game: "The Lost Child"	2. The teacher takes the part of the mother. One child becomes the policeman. The teacher begins by saying, "Officer, my child is lost." The teacher then gives four clues about a child in the class. If the policeman finds the lost child, this one becomes the policeman. Then another child is chosen to be the mother.
3. Identify the duties of a fireman and why he is important.	Pictures of fireman, uniform, ladder, hose, etc. Worksheet of fireman and his tools Poem: "The Fireman" (Attached) Books: "The Fire House Book" Golden Book "The Little Fire Engine"	3a. Discuss the fireman's job during group time. Show pictures and discuss his role. Show the pictures of his tools. 3b. Let the children color the sheets after a discussion of each tool and how it is used. 3c. Read and let the children respond.
4. Identify a garbage man and his duties.	Picture of litter colors, brown bags	4a. A walk around the campus to see if there is any litter is suggested while you discuss it with the children. Get them to make suggestions on how to keep the school clean. 4b. Children will realize the necessity of keeping their community clean. Let the children color bags to use as litter bags to clean up litter.

DEVELOPMENTALLY DELAYED
SPEECH/LANGUAGE
KINDERGARTEN CURRICULUM

Developmental Skills: Community Awareness

Area: Community Helpers

OBJECTIVES	MATERIALS	PROCEDURE/ACTIVITY
5. Identify a baker and his duties.	Cookies, bread, donuts Poem: "Pat-A-Cake" "Rub-A-Dub-Dub" (Attached) Peabody Kit - Cards of things a baker might use. Attached worksheet.	4c. Find out what time the garbage is picked up at school and let the children watch how it is done. Then color a worksheet and a follow-up activity. 5a. Bring cookies to class and ask the children if they know who baked them. Talk about how bread is baked and how the baker has to work at night in order for you to have fresh cookies 5b. Read poem aloud to children and discuss the poem. 5c. Hand cards out to children and discuss the baker's tools and how he uses them. Use the worksheet as a follow-up.
6. Identify the postman and his duties.	Picture of a Postman Picture of different stamps Poem: "Mail" Finger Play: "The Postman" "Mailman Mike" Books: "What Do They Do When It Rains" "The Brave Little Tailor"	6a. Show a picture of a postman and talk about the service he performs. 6b. Talk about stamps and why they are used. Let the children color the stamps and explain why different stamps are used. 6c. Read the poem to the children and then introduce the finger plays.



Mailman

31



Doctor

321



Baker





Police man

35



The Fireman

See the fire, smell the smoke
Billowing so thickly,
Call the fireman and they'll soak
All the flames out quickly.

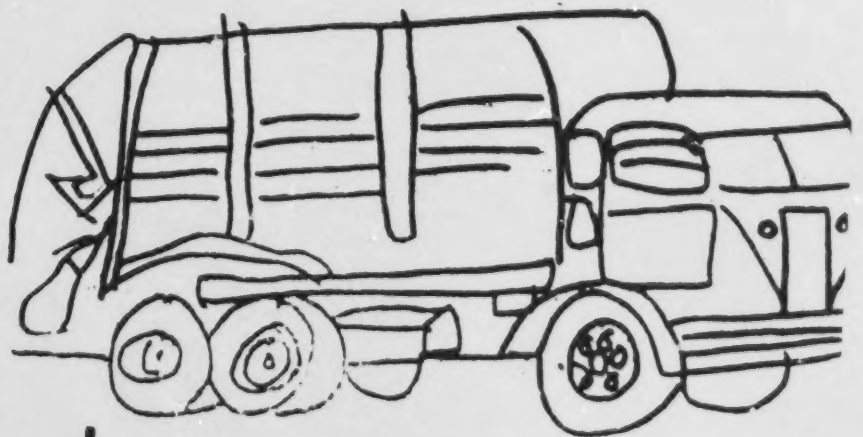
See the shiny engine go,
See the fireman swaying,
Hear the siren wailing so
"Let us by!" it's saying.

See the fireman hold the hose.
Aiming it with care.
Hear the water as it goes
Swishing through the air.

Soon the flames all die down
And the chief will shout,
"Let's go, men we've saved the town!
We've put the fire out."



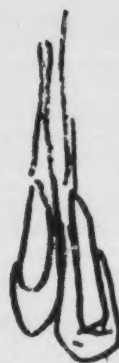
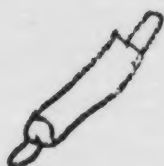
Ladder



Garbage Truck



Circle Tools a Baker Uses



40

Pat-A-Cake

Pat-A-Cake, pat-a-cake, baker's man,
So I will, Master as fast as I can,
Pat it and prick it and mark it with T.
Put it in the oven for Tommy and me.

Rub-a-Dub-Dub

Rub-a-dub-dub, three men in a tub,
And who do you thing they be?
The butcher, the baker,
the candlestick maker
Turn'em out, knaves all three.

The Postman

The whistling postman swing along,
His bag is deep and wide.
And messages from all the world,
Are bundled up inside.

Mail

Writing a letter,
Is really quite fun,
Because I can mail it
As soon as its done.

by Marchutte Chute



Jerry and Ann see many different kinds of cars and trucks.
Draw a line from each man to the car he drives.



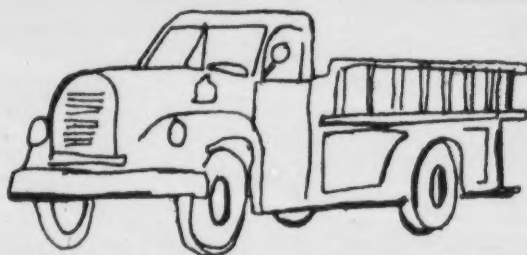
fireman



policeman



milkman



mailman



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DEVELOPMENTALLY DELAYED
SPEECH/LANGUAGE
KINDERGARTEN CURRICULUM

Developmental Skills: Care of the Body

Area: Health and Cleanliness

OBJECTIVES	MATERIALS	PROCEDURE/ACTIVITY
3. Help the children understand that there are four (4) basic food groups, and the importance of each.	Pictures of at least two foods from each of the four basic food groups. These pictures can be found in the Peabody Kit Level 1. Attached ditto sheet about the four basic food groups. Book: "Stone Soup" Poster board, magazines, glue, magic markers, scissors. Use cards from Peabody Kit of the different types of food.	3a. At group time display simple pictures of at least two foods from each of the four basic groups - meat, milk, bread, cereal, fruit and vegetables. Engage the children in a conversation about the pictures. Introduce the concept that foods are classified into four main food groups, because of the way that each group helps our body stay healthy. 3b. Let children name pictures in each box and tell what group that box is according to the pictures. Then they may color the pictures. 3c. Discuss the foods used to make the soup and the group to which each belongs. 3d. Make 4 basic food group charts. Divide poster board into 4 parts and label each one according to the food groups. Let children cut pictures of food out of magazines. Then let students discuss their pictures. Review these every day. 3e. Hand out the cards to the children. Tell them not to show their card to anyone else. Then each may take turns describing his card according to the shape, color, group to which it belongs, whether the food is good, fair, etc. The other children try to guess the food. The child who guesses gets the next turn.

**DEVELOPMENTALLY DELAYED
SPEECH/LANGUAGE
KINDERGARTEN CURRICULUM**

Developmental Skills: Care of the Body

Area: Health and Cleanliness

OBJECTIVES	MATERIALS	PROCEDURE/ACTIVITY
4. Develop an understanding of the importance of fruits and vegetables through association skills.	Teacher made riddles Ditto Sheets attached.	3f. Make up riddles about various foods. Ex. "I come from a cow. I am white and can be made chocolate. You make ice cream out of me. What am I?" Let the children take turns making up riddles. 3g. Review the 4 basic food groups at lunch time. This helps reinforce what has been learned from this study.
5. Stress the importance of the milk group and its source.	Peabody pictures of different foods in milk group. Ditto sheet attached - ice cream.	4a. Talk about how many servings per day a person needs and the nutritional values of fruits and vegetables. Display real or plastic fruits and vegetables from Peabody Kit as a model for children to color their sheets by. Talk about fruits which grow on trees, bushes, etc. 4b. Using plastic fruits from Peabody Kit, let children describe a piece of food and place it into the fruit or vegetable category.
6. Stress the importance of the meat group and its source.	Peabody pictures of different meat foods.	5. Introduce milk products using the Peabody pictures. Discuss the importance of each and how milk is used in cheese, butter, whipped cream, ice cream, etc. Let the children color the ditto sheet. If possible, make home-made ice cream for snack. 6. Discuss the need for protein in the body. Distribute the cards of different meats among the children. Let the children identify each and the animal from which it comes.

DEVELOPMENTALLY DELAYED
SPEECH/LANGUAGE
KINDERGARTEN CURRICULUM

Developmental Skills: Care of the Body

Area: Health and Cleanliness

OBJECTIVES	MATERIALS	PROCEDURE/ACTIVITY
7. Stress the importance of the cereal group and the kind of foods that belong to this group. 8. Discriminate between the foods that are good for you and the foods that are not. 9. Reinforce listening skills.	Peabody pictures of different bread and cereal foods. Ditto work sheets attached.	7. Explain why foods like macaroni, bread, etc., belong in this group. Play the same game as above (No. 5) with the picture of bread. 8. Do each sheet separately. Let children color and tell why they did or did not circle various foods. 9. Say the following words and have children repeat after teacher. Apple - orange Apple-orange-grapes Grapes-grapefruit Grapes-grapefruit-lemon Apple-orange-lemon-grapes, etc. May be done with various foods.
10. Review 4 basic food groups.	Story Booklet "The Thing The Professor Forgot"- Free from USDA Consumer Information, Pueblo, Colorado, 81009	10. Read and review the food groups with the children. Let them tell all they have learned about the 4 basic food groups.

**DEVELOPMENTALLY DELAYED
SPEECH/LANGUAGE
KINDERGARTEN CURRICULUM**

Developmental Skills: Care of the Body

Area: Health and Cleanliness

OBJECTIVES	MATERIALS	PROCEDURE/ACTIVITY
1. Help the class become aware of good health habits.	Health Booklet - Teacher made Teacher made good grooming chart Song: Tune to "Here we go 'round the Mulberry Bush" Record: Health and Safety Through Music. Hap Palmer Goofy Stay Fit Books: "Bugs Bunny Visits the Dentist" Golden Book "Dr. Seuss's Sleep Book" Random House	1a. This booklet included rules concerning teeth, sleep, exercise, safety, etc. Go over rules and let children color them. See if children can guess the rule from the picture about the rule. 1b. Make a chart with each child's name on it. Let each child mark his name in the morning when he comes in, if he took a bath and brushed his hair and teeth. 1c. Sing: "This is the way we brush our teeth so early in the morning." Verses may include hair, wash our face, hands, etc. 1d. Read and discuss the importance of each practice to a healthy body.
2. Know people who can help you stay healthy.	Ditto Sheet attached. "Henrietta's Health Helpers"	2a. Hand out and let children discuss each helper. Stress how each one helps us stay healthy.

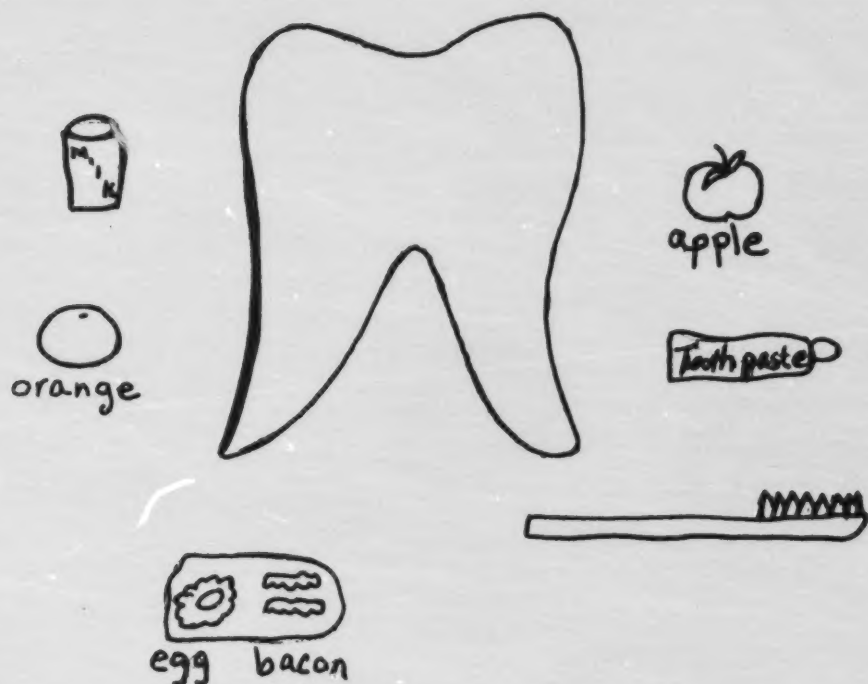
DEVELOPMENTALLY DELAYED
SPEECH/LANGUAGE
KINDERGARTEN CURRICULUM

Developmental Skills: Care of the Body

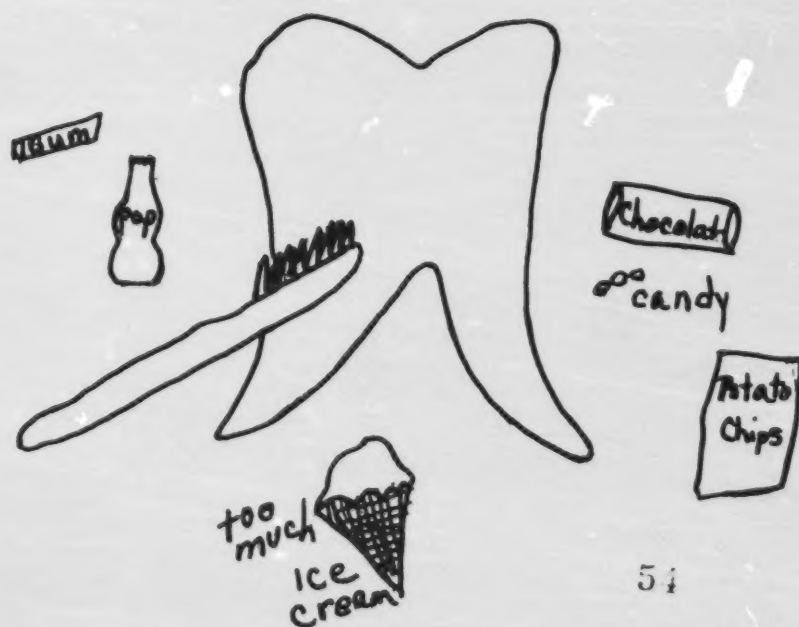
Area: Health and Cleanliness

OBJECTIVES	MATERIALS	PROCEDURE/ACTIVITY
11. Help with visual memory and reinforce manners.	Peabody Kit. Daily Lesson No. 17, P. 24. Peabody food cards. Additional Materials used in this unit are: "Good Manners Posters", "Safety Posters", "Health Posters", Hayes School Publishing Co.	11. Gather a group of children around the table. Place cards face down in middle of table. The first child draws 3 cards, and shows them to the others in the group. The child tells what each is and to what basic food group it belongs. Then the child gives the cards face down to 3 other members in the group. Then he has to remember what card he gave to whom and ask for it back. Ex. "Tommy, may I have the picture of an orange?" Then he has to say "Thank you." If the child doesn't remember to say "May I" or "Thank you", he doesn't get to keep the cards. Then if he asks the wrong child for the wrong card, that card goes back into the stack of cards in the middle of the table. The child who has the most cards in hand at the end of the game wins the game.

Things good for your teeth



Things Not Good For Your Teeth



4 basic food groups

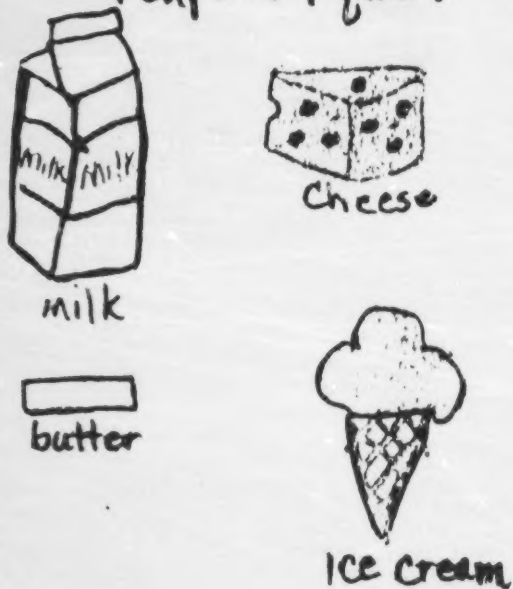
Fruits and Vegetables 4 servings



Meats 2 servings



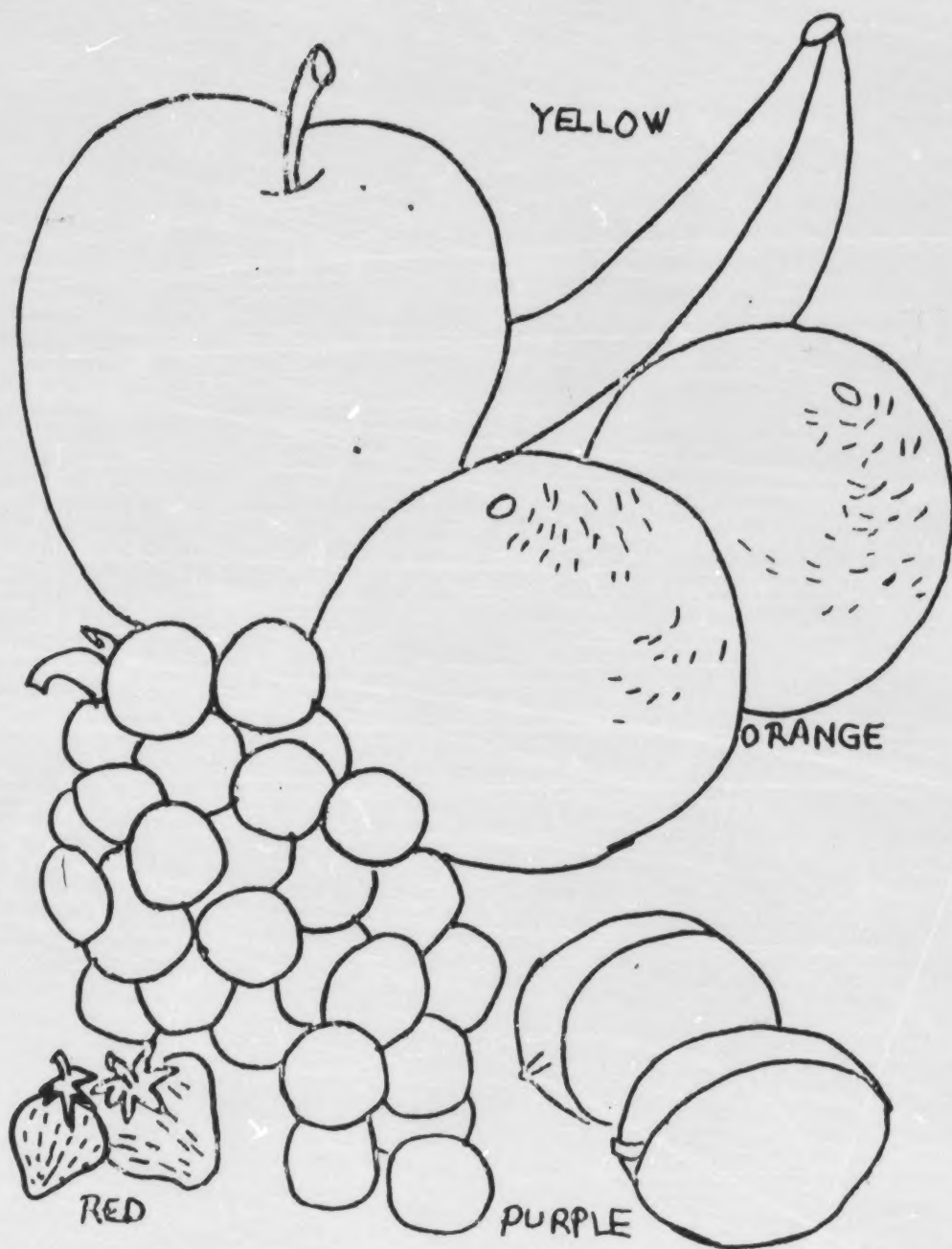
Milk 4 cups or 1 quart



Bread and cereal 4 or 5 servings



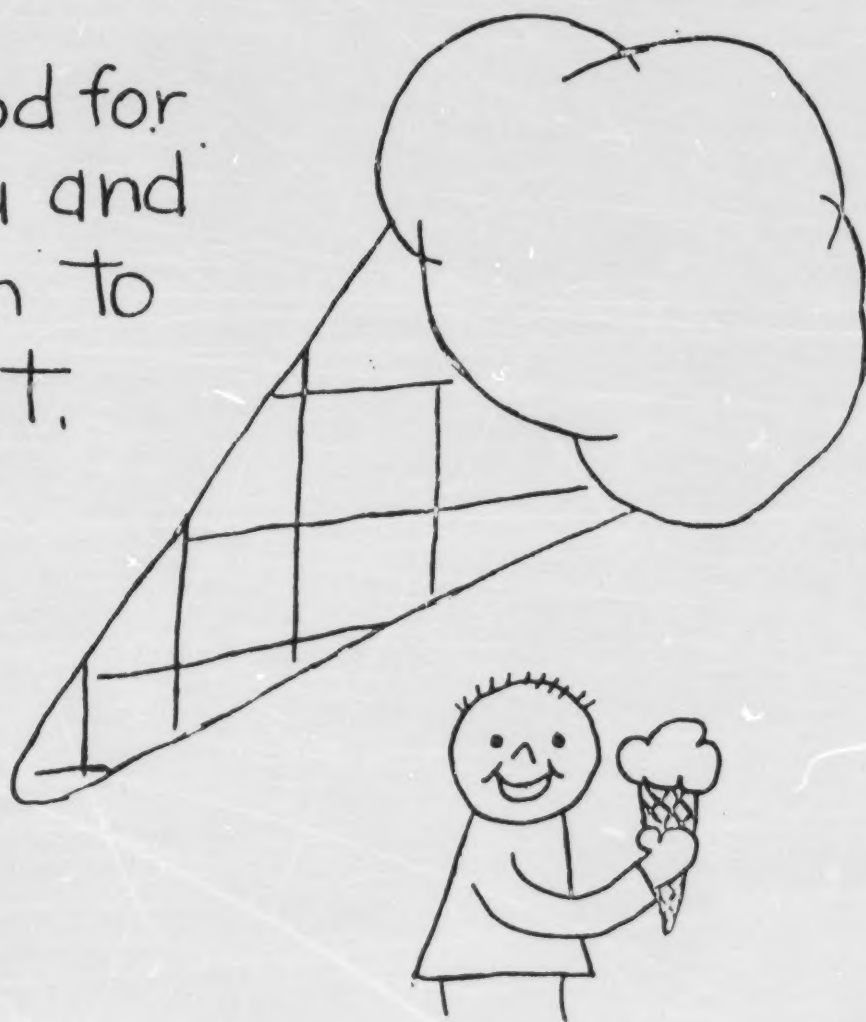
Fruits to Color



I AM

ICE CREAM

Good for
you and
fun to
eat.



Color me the kind
you like best.

HENRIETTA'S HEALTH HELPER:

DOCTOR



DENTIST



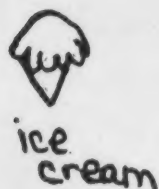
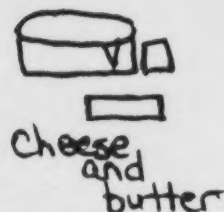
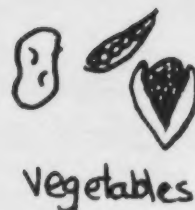
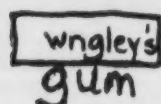
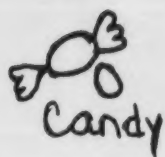
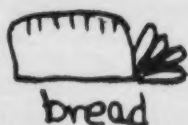
SCHOOLNURSE



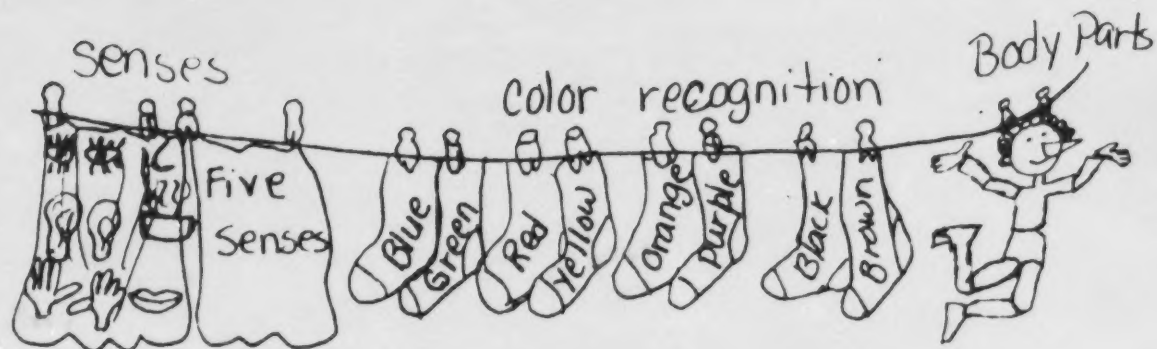
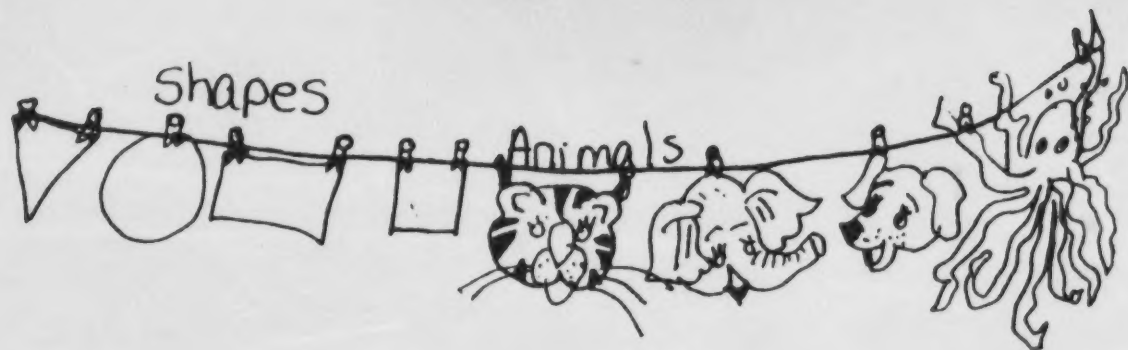
COMMUNITY HELPERS.



Circle the Healthy Foods



Sensory Experiences



DEVELOPMENTALLY DELAYED
SPEECH/LANGUAGE
KINDERGARTEN CURRICULUM

Developmental Skills: Color Recognition

Area: Visual Discrimination

OBJECTIVES	MATERIALS	PROCEDURE/ACTIVITY
1. Direct the student to follow directions on how to color a work sheet.	Filmstrips on the different colors from Coronett Instructional Media and color worksheet.	1. The students watch the filmstrip about color. EX. If the film was about "The Little Red Car", a color sheet of a car could be made. The children would follow the teacher's oral instructions and color the sheet.
2. Help the students to discriminate between the colors red and green.	Use record "Sing Along With Lucky" and a teacher-made circle the color of red and green.	2. The students listen to the record and when the color red is mentioned the circle is held up and the same for the green color. Then a game of Quick Flash can be played where the students must stop when the red color is flashed and go when the green color is flashed. To reinforce this activity, paint with red and green colors.
3. Reinforce colors after all colors have been introduced.	Teacher-made circles of the different colors. Teacher-made circle with the different colors and a spinner in the center to spin to the color. Old magazines and construction paper, from which teacher cuts different colored objects. Coloring books are used to reinforce.	3a. Play "I Spy" with colors. 3b. Use these circles of colors with the name of the color on it to flash drill students or to display colors. 3c. This game is like the Twister Game. Tape on the floor different colors for the students to stand on after they have spun the color wheel. 3d. Whatever color construction paper the teacher gives, the student must cut objects out of the magazines the same color. This activity is good for the student, because he has a chance to discuss what the picture is as he glues it to the piece of construction paper. 3e. The students have a free hand in this activity.

DEVELOPMENTALLY DELAYED
SPEECH/LANGUAGE
KINDERGARTEN CURRICULUM

Developmental Skills: Identify Common Shapes

Area: Visual Discrimination

OBJECTIVES	MATERIALS	PROCEDURE/ACTIVITY
1. Identify the common shapes when presented.	Construction paper Flannel Board with the different shapes. Use the example attached. Use a round object for snack (cookie) SONG: About a circle "Did you ever see a circle? A circle, a circle? Did you ever see a circle? Please show us one now." Sung to the tune of "Did You Ever See a Lassie?" Teacher-made worksheet	1a. Cut out the different shapes and display in the room. Start a discussion of the different shapes that are in the room. EX. The face of the clock is a circle. Use a flannel board to introduce the shapes. 1b. Identify circles in the room. Draw a circle on the board. Let the children trace the circle of jar lids on construction paper. 1c. Identify all the square objects in the room. Discuss how many sides a square has. Use the attached ditto sheet for an example of a work sheet for the children to use. 1d. Discuss how many sides a triangle has when you put the shape on the flannel board. Ask questions like, "How is a triangle different from a square?". Name the triangle shaped objects in the room. Use the attached example for a worksheet or follow-up. 1e. Now let the children use different shaped rhythm instruments to do the song "Yankee Doodle". Point out that sandblocks are squares, drums are circles, and the triangle is a three-sided figure. 1f. When the rectangle is discussed use the square so the children can see the difference between the square and the rectangle. See if there are any objects in the room which are triangle shaped.

DEVELOPMENTALLY DELAYED
SPEECH/LANGUAGE
KINDERGARTEN CURRICULUM

Developmental Skills: Identify Common Shapes

Area: Visual Discrimination

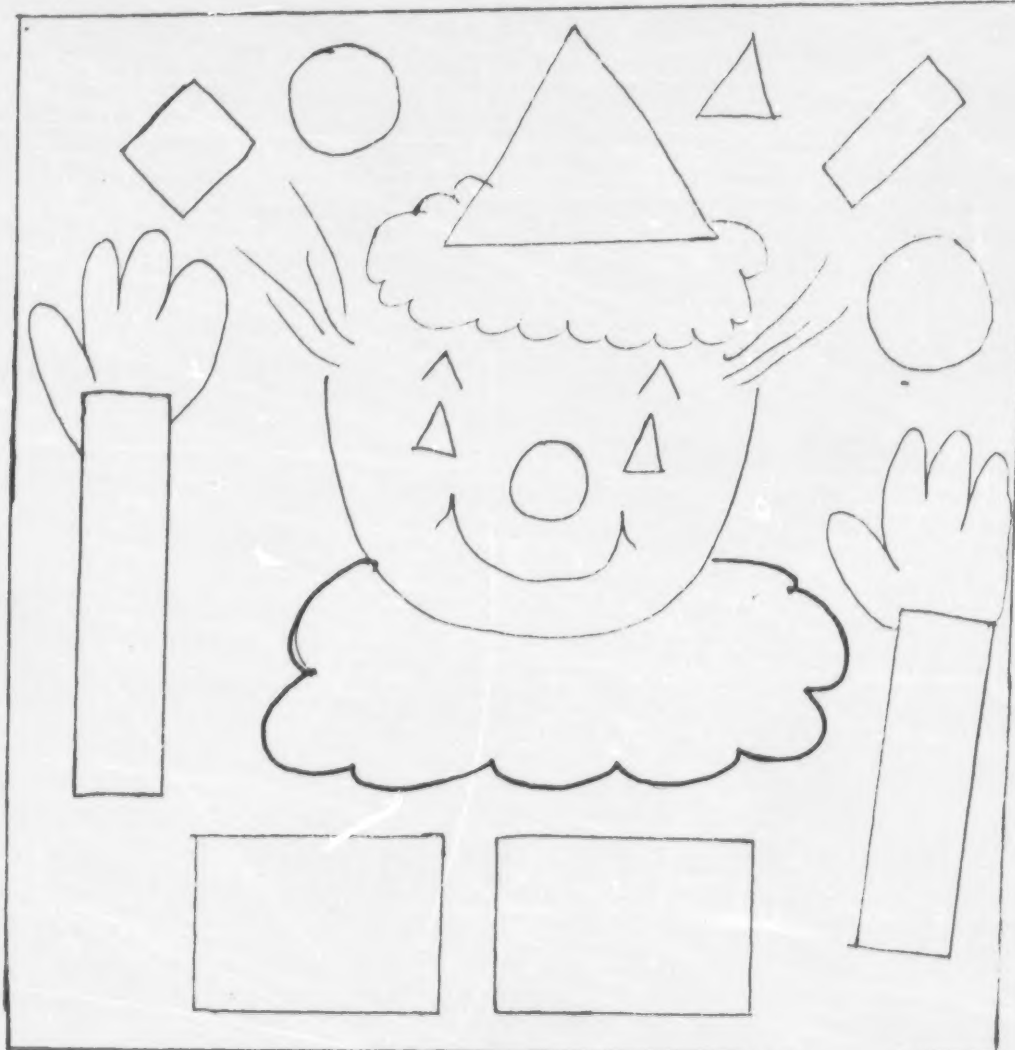
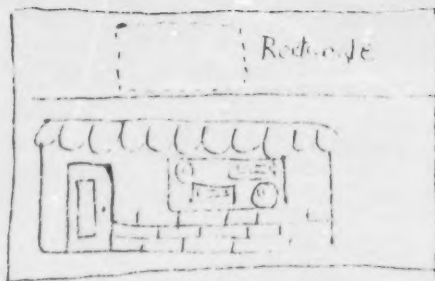
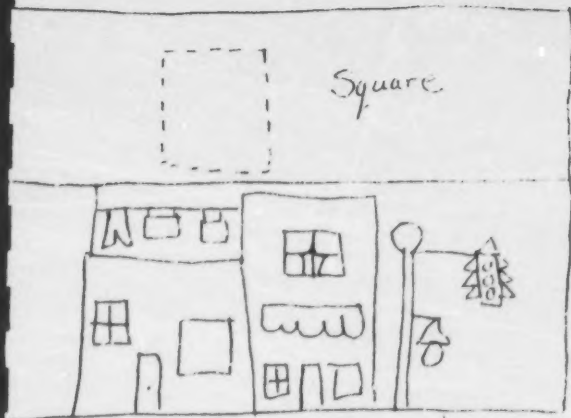
OBJECTIVES	MATERIALS	PROCEDURE/ACTIVITY
2. Visual Motor activity, using the shapes identified by the children. 3. Reviewing of the body parts using shapes. 4. Review of the shapes and colors.	"Mystery Jar" Teacher-Made activity 1 large jar with all the shapes in it. Worksheet attached.	2. As a follow-up activity use the Mystery Jar game. This game is played by all the children in a group. All the shapes are in the jar and as a child draws a shape out of the jar, the group decides what can be made out of this shape. EX. A halloween pumpkin, a man with a hat on it, or even a house. 3. Draw shapes on the chalkboard. Tell the child to put his nose in the triangle. Put his ear in the rectangle, etc. 4. Give the children the color sheet and instruct them to color the different shapes only the color you say. The circles, red. The triangles, blue. The square, yellow. The rectangle, green.

DEVELOPMENTALLY DELAYED
SPEECH/LANGUAGE
KINDERGARTEN CURRICULUM

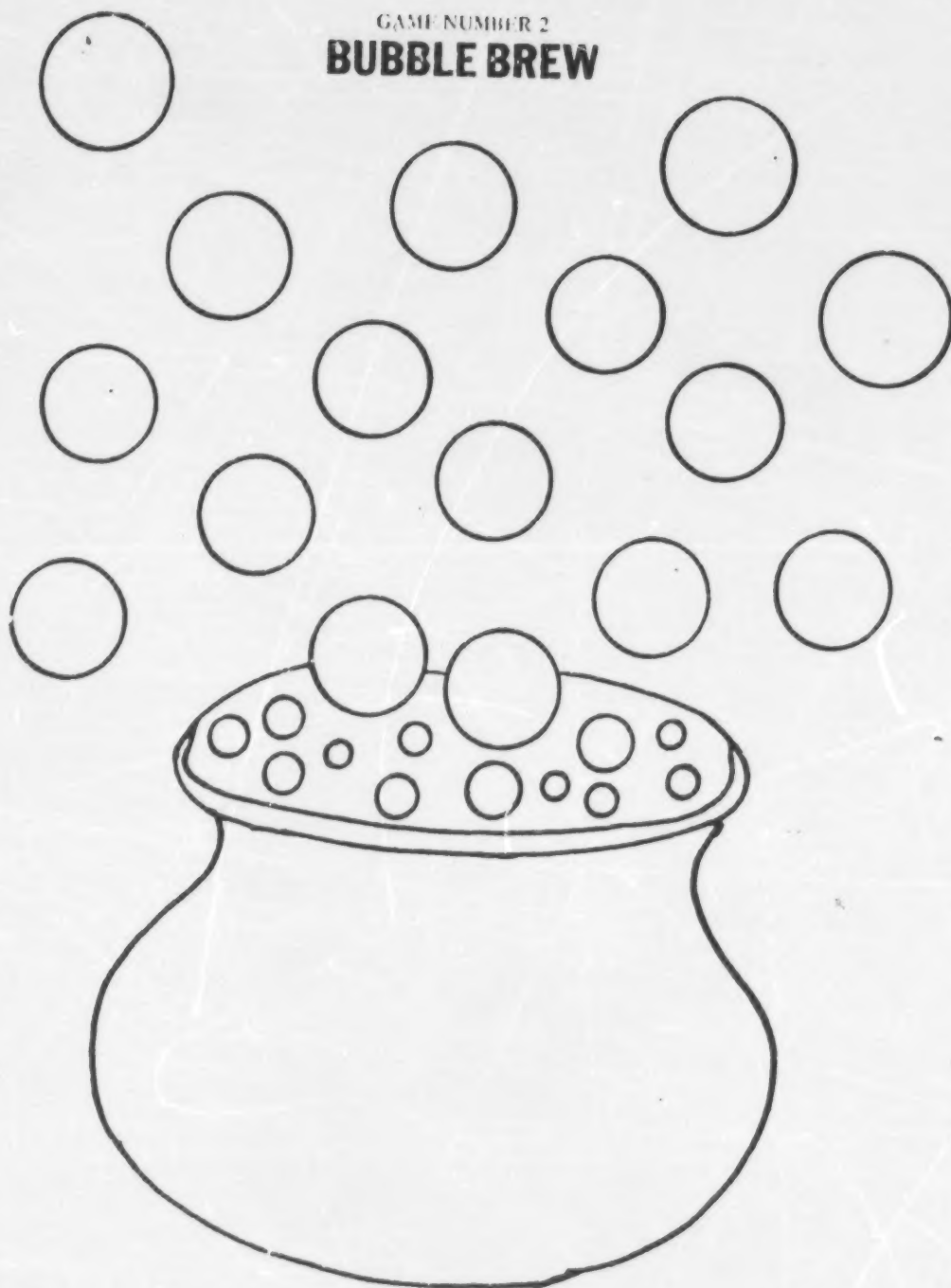
Developmental Skills: Identify Common Shapes

Area: Visual Discrimination

OBJECTIVES	MATERIALS	PROCEDURE/ACTIVITY
	Teacher-made worksheet RIDDLES: What is round like a circle, Hangs in the sky, Makes the day merry, And then passes by? (Sun) What is round like a circle, Has a face, but no eye, Has hands in the the middle Which makes the time fly? (Clock) What is round like a circle, And rolls on the ground? Catch it if you can, As it goes round and round? (Wheel) What is round like a circle, In an oven it must bake? And when it comes out It is a ? (Cake)	lg. Use the pegboard and make a rectangle with a rubber band. Let the children make as many shapes as they can using this method. lh. Use the example worksheet as a follow-up. Make a wagon of construction paper using a rectangle body with circle wheels. li. Play a game of riddles with the children.



GAME NUMBER 2
BUBBLE BREW



DEVELOPMENTALLY DELAYED
SPEECH/LANGUAGE
KINDERGARTEN CURRICULUM

Developmental Skills: Listening Skills

Area: Auditory Discrimination and Memory

OBJECTIVES	MATERIALS	PROCEDURE/ACTIVITY
1. The students will listen to story being read.	BOOKS: "Little Red Riding Hood" "Little Red Fire Engine" "Blueberries for Sale" "The Brown Bear" "The Little Red Caboose" "The Sky was Blue" "The Green Thumb Story" Flannel Board with Story Series Instructo/McGraw-Hill Story Characters.	1a. Use the flannel board or some type of visual stimulus for telling the story. 1b. First introduce the characters of the story. Next tell the story. Review the story the next day and then tell the story using the flannel board. Then let the students re-tell the story to the class. NOTE: The ETV Program "Clyde the Frog" was watched and then there was a period of time devoted to retelling the safety rules Clyde introduced.

DEVELOPMENTALLY DELAYED
SPEECH/LANGUAGE
KINDERGARTEN CURRICULUM

Developmental Skills: Sensory Experience

Area: Five Senses

OBJECTIVES	MATERIALS	PROCEDURE/ACTIVITY
1. Familiarize the students with the five senses.	Display senses bulletin board kit by Trend Enterprises.	1. The teacher will begin a discussion about each picture that is displayed. From the discussion between teacher and children, children will come to the conclusion that we have five senses and name them, pointing to the body part that helps with this sense.
2. Get the children to learn which body part helps with each sense.	Lunch sack, crayons, paste, scissors, construction paper.	2. Make puppets. Give each child a small lunch sack and access to other materials. Display a completed puppet. Ask children about what each body part is for while pointing to it. Encourage the children to make puppets representative to themselves. Show them how to make the puppet move by placing their hand in the sack so as not to unfold crease.
3. Encourage the children to say whether certain phrases make them hear, smell, taste or feel something.	Classroom objects	3. Peabody Kit, Daily Lesson No. 62, Page 77. Encourage children to use complete sentences. Additional phrases, Page 64. Peabody Kit Classification Time.
4. Demonstrate to the children the interaction of senses and stress comparative terms. Use same objective for each sense.	Mirrors, aluminum foil, glasses (prescription and sun)	4a. <u>Sense of Sight</u> - Stress the eyes. Explain simply how we see. Look into mirrors, foil, prescription glasses, etc., and compare the reflected image of each. Let children discuss differences. 4b. Take a walk, let children look and observe surroundings. Discuss what different things children saw. (The color, shape, size, etc.)

DEVELOPMENTALLY DELAYED
SPEECH/LANGUAGE
KINDERGARTEN CURRICULUM

Developmental Skills: Sensory Experience

Area: Five Senses

OBJECTIVES	MATERIALS	PROCEDURE/ACTIVITY
5. Develop a sense of hearing. Challenge the young listener's imagination by letting him differentiate between loud and soft sounds, home, street and farm sounds. Use transportation sounds also.	Empty tapes, tape recorder. Table, pencils Pebbles, pan of water. Record - "Adventures in Sound" Melody House Recordings Bells, triangles, sticks, blocks, sand blocks, drums, etc.	5a. <u>Sense of hearing</u> - In simple terms, explain the process of hearing. Tape record the children's voices and play the tape back to them. 5b. Tell children to put their ear on their table and let one child at their table tap it with a pencil. 5c. Drop a pebble into a pan of water. Let the children watch the ripple it makes. Tell them sound travels the same way through the air but we cannot see it. 5d. Play loud sound such as thunderclap, gun shot, jet plane, and let children guess the sound. Play soft sounds such as breeze blowing, babbling brook, kitten purring, and let them guess the sound. Ask the difference between sound first played and later sound. Lead to conclusion that some are loud and some are soft. Let them guess some loud and soft sounds. Follow-up: Page 14 of Drills and Skills Booklet Logical Thinking/Classification by Prentice-Hall Systems, Inc. This may also be done with zoo and farm animals on record, home and office sounds, etc. 5e. Let different children play different instruments and let the rest of the class close their eyes and try to guess what instrument made the sound.

DEVELOPMENTALLY DELAYED
SPEECH/LANGUAGE
KINDERGARTEN CURRICULUM

Developmental Skills: Sensory Experience

Area: Senses

OBJECTIVES	MATERIALS	PROCEDURE/ACTIVITY
6. Develop an awareness of the sense of taste.	Simple chart drawn of tongue with pictures of sweet things on tip of tongue, salty on front edges, etc. will be helpful.	6a. <u>Sense of taste</u> - Explain in simple terms the process of tasting and general areas where 4 tastes are experienced (sweet at tip, bitter - back, salty - front edges of both sides, sour - back edges of both sides).
	Salt, sugar, lemon, cloves, ginger, candy, etc.	6b. Bring salt, sugar, lemon, cloves, etc., and let them taste the differences.
	Different foods in different forms.	6c. Taste difference in raw and instant potatoes, raw onions and onion flakes, raw apples and apple sauce, raw vegetables and cooked vegetables. Talk about the differences.
	Food chips or pieces.	6d. Have a variation of food chips in a container. Let children close their eyes and taste a piece of food. Then try to guess what type of food it is and what it tastes like.
7. Develop an awareness of the sense of smell.		7a. <u>Sense of Smell</u> - Explain in simple terms the process of smelling. Have each child name what his favorite smell is. Why?
	Small jars with lids; things with different odors. (Two of each)	7b. Let children smell the jars and try to guess by the odor what it is. They may then try to group the two that smell alike.
		7c. Try to guess what is for lunch in the cafeteria by smelling odors.

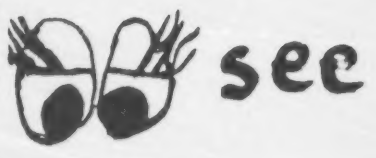
DEVELOPMENTALLY DELAYED
SPEECH/LANGUAGE
KINDERGARTEN CURRICULUM

Developmental Skills: Sensory Experience

Area: Senses

OBJECTIVES	MATERIALS	PROCEDURE/ACTIVITY
8. Develop a tactile perception; making selections using only sense of touch, feeling similarities and differences, describing textures; matching.	Shoe box with hole big enough for hand to fit in. Various familiar objects. (comb, brush, rubber band, key, paper, kleenex, material such as silk, foam rubber, etc.) Index cards, or cardboard, sponge, sand, macaroni, velvet, wire screening, pipe cleaners, etc.	8a. <u>Sense of Touch</u> - Explain in simple terms the process of feeling. 8b. Make a feely box - let children reach in, grab an object and try to guess it. While he is feeling of it, have him explain to class what he feels. 8c. Glue various materials on cards, (have 2 of each). Let children feel while blindfolded. Then describe what he feels - smooth, bumpy, gritty, does it feel good, etc., then let the child try to match the two together by feeling.
9. Get the children to communicate.	"My Five Senses" - by Alik "Just Suppose" - by Garelick "The Three Blind Mice" - by Ivimey "What Does It Look Like" by I.E. Webber "Did You Ever See?" by Walter Einsel "Do You Want to See Something" by Eve Merriam "I feel the Same Way" by Beatrice Darwin	9a. Teacher reads books. Immediately following, children discuss the book.

Name _____



see



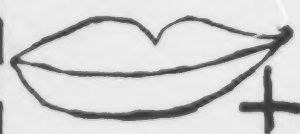
feel



hear



smell



taste



DEVELOPMENTALLY DELAYED
SPEECH/LANGUAGE
KINDERGARTEN CURRICULUM

Developmental Skills: Body Awareness

Area: Concept of ME

OBJECTIVES	MATERIALS	PROCEDURE/ACTIVITY
1. Identify the body parts and their functions.	"All By Myself" Kit by Mattie Frost "My Face and Body" Flannel Board Kit Full-length mirror Magazine pictures, paste, construction paper. BOOKS: "The Many Faces of Ernie"	1a. Use the singing activities in the kit and the puzzles of the body parts. 1b. Students name and place body parts to make a complete person. Discuss the function of each as the parts are put on the flannel board. 1c. Put the mirror in front of the class. Have the children look in the mirror and ask them questions such as: "Where is your head?" "How long are your legs?" Have two stand in front of the mirror to be compared. 1d. In magazines find pictures of people and cut the pictures out and paste on the construction paper. Then cut the figures in half and as the student becomes more aware of the body, cut the figure into more pieces. 1e. Play Simon Says; Where is Thumpkin; Hokey Pokey.

DEVELOPMENTALLY DELAYED SPEECH/LANGUAGE KINDERGARTEN CURRICULUM

Developmental Skills: Body Awareness

Area: Parts of the Body

OBJECTIVES	MATERIALS	PROCEDURE/ACTIVITY
1. Develop concepts of one and two.		1a. Ask the following questions and have the children answer in complete sentences: 1. How many heads do you have? 2. How many hats can you wear on your head? 3. How many ears do you have? 4. How many noses do you have? 5. How many eyes do you have? 6. How many chins do you have? 7. How many necks do you have? 8. How many feet do you have? 9. How many hands do you have?
2. Develop auditory discrimination.		Have the students point to each part as it is named and count. 2a. Tell the students they are going to hear some words. Listen to see if they sound alike or different. 1. Mouth - Mouth 2. Eyes - Eyes 3. Nose - Nose 4. Teeth - Teeth 5. Lips - Mouth 6. Eyes - Nose 7. Eyes - Ears

DEVELOPMENTALLY DELAYED
SPEECH/LANGUAGE
KINDERGARTEN CURRICULUM

Developmental Skills: Body Awareness

Area: Parts of the Body

OBJECTIVES	MATERIALS	PROCEDURE/ACTIVITY
3. Number concepts one and two.	NOTE: Activities obtained from Project Impact PEEP Developed by Dr. Ernestine Rainey and Dr. Sue Mitchell. Page 94, 91, 103.	3. The teacher says a sentence and points to an object. The children repeat the sentence and point to the object. Teacher: I have two ears. Point I have two eyes. I have one nose. I have one mouth. I have two feet. How many shoes do you have? How many shoes do you wear? I have two hands. How many hands do you have? How many gloves do you wear? How many hats do you wear?
4. Coordination of body parts.	NOTE: Activity obtained from the Peabody Language Kit Level 1, Page 94.	4. Sing song to the tune of "The Mulberry Bush". My head, my shoulders, my knees, my toes, My head, my shoulders, my knees, my toes, My head, my shoulders, my knees, my toes, Let's clap hands together. My toes, my knees, my shoulders, my head, My toes, my knees, my shoulders, my head, My toes, my knees, my shoulders, my head, Let's sit down together. Optional: Use other actions for the last line.

DEVELOPMENTALLY DELAYED
SPEECH/LANGUAGE
KINDERGARTEN CURRICULUM

Developmental Skills: Awareness of the Environment

Area: Seasons

OBJECTIVES	MATERIALS	PROCEDURE/ACTIVITY
1. Help the child use his five senses when viewing the outside world. Present the four seasons so the child may see the changes involved as we move from one season to another.	"The Four Seasons Series" A Multi-Media Program by Jane Mancure.	1. Each season was presented separately. The kit contains a chart for each season, a book discussing each season and also a cassette which includes creative activities. Teach the sequence the seasons follow.
2. Discuss spring as the season for planting and new life.	Filmstrip: "5 Peas in a Pod" Books: - "Dandelions are Growing" by Ruth Dale "The Carrot Seed" by Krauss Song: "The Seed Story" by Tempo Seeds, soil, milk carton. Book: "The Storm Book" by Zoloton	2a. Show filmstrip and then discuss. Discuss seeds and the cycle of seeds. Include the things seeds need to grow (soil, water, air, sunshine). Plant seeds in milk cartons for children to observe. 2b. Talk about spring weather (wind, storms, lightening, thunder, and rain). Discuss safety and plans of action for severe weather.
3. Discuss the cycle of butterflies.	Book: "Where do Butterflies Go When It Rains". Puzzles: Life of a Butterfly Life of a Bird	3. Present different stages (eggs, caterpillars, cocoons, butterflies and moths of different types).
4. Discuss how trees change with seasons.	Large tree with branches; leaves cut out of green, yellow, orange, etc. construction paper for change of seasons.	4. Let the children decorate the tree with changing seasons.

DEVELOPMENTALLY DELAYED
SPEECH/LANGUAGE
KINDERGARTEN CURRICULUM

Developmental Skills: Awareness of the Environment

Area: Seasons

OBJECTIVES	MATERIALS	PROCEDURE/ACTIVITY
5. Discuss changes that take place in the fall.	Finger Poem: Squirrels in a Tree Ditto sheet attached. 2 ditto sheets attached. Poems on attached sheet.	5a. Take children for a walk around the playground gathering leaves, pine cones, etc. Use on classroom bulletin board. EX. On a Thanksgiving bulletin board relate fall, time of harvest, and Thanksgiving together. 5b. The teacher should illustrate finger play and then let children do it. This will help with numbers association 1-5, as a follow up. Let children color sheet, cut out and paste on construction paper. 5c. Children will color the first leaf a nice fall color, then cut it out and paste the leaf on the second page. This helps with figure ground conception. 5d. Read each poem and ask if the children can explain what the poem is talking about. Always go back and discuss any word a child may not know the meaning of. This will increase listening skills.
6. Discuss what animals do in the winter.	Books: "Where is the Bear?" Golden Book	6. Introduce terms "hibernation" and "migration" to class. Read books and discuss how different animals get food in winter, and how people can help discuss concepts of hibernation, migration, saving up food and growing thicker fur.

DEVELOPMENTALLY DELAYED
SPEECH/LANGUAGE
KINDERGARTEN CURRICULUM

Developmental Skills: Awareness of the Environment

Area: Seasons

OBJECTIVES	MATERIALS	PROCEDURE/ACTIVITY
7. Discuss changes in winter.	Five index cards with pictures either drawn or cut out and pasted on.	7. Tell a sequence story of snow on 5 index cards: 1) snow falling; 2) snow covering the ground; 3) children building snowmen; 4) sun beginning to shine; 5) snow and snowman melting. Follow up: Read story about Frosty, then let children place the cards in the proper order.
8. Make association with different seasons.	Picture dictionary teacher-made. Four sheets of poster board, magic markers, glue. If possible, use a picture of things associated with each season.	8. Divide each poster board into sections. Label the season at the top. Put the picture (out of a magazine if possible) on the poster board, then label it. Ex. Fall-seeds. Make one for each season. Leaves-different colors. Go over with children. Let them guess the words.
9. Identify evergreen trees.	Green construction paper with a Christmas tree drawn on each with holes in tree. Different color tissue paper, glue. Ex. See ditto sheet.	9a. Discuss evergreen trees. Put up a Christmas tree, if possible. Let the children cut out trees. Then tear different color tissue paper into small pieces. Next glue over the holes on the back of the tree. Then display over a window. The tissue will give the effect of shiny balls on the tree. 9b. Attached ditto sheet may be colored. Top of page compares the bare tree with the evergreen.
10. Reinforce the concept of seasons.	Record: Hap Palmer "A Beautiful Day" Books: "A Tree is Nice" - Udry "White Snow Bright Snow" - Tresselt "God gave us Seasons" - Wolcott "Seasons-a Cricket"-Battaglia	10. Listen to record. Then read stories and give time for responses from the children.

DEVELOPMENTALLY DELAYED
SPEECH/LANGUAGE
KINDERGARTEN CURRICULUM

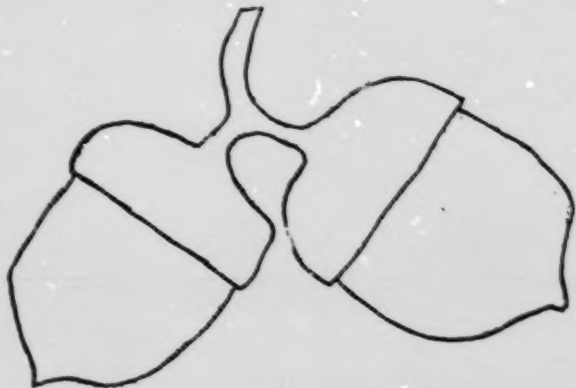
Developmental Skills: Awareness of the Environment

Area: Seasons

OBJECTIVES	MATERIALS	PROCEDURE/ACTIVITY
11. Introduce words: Winter Snow White Snowman 12. Complete visual discrimination worksheet.	Bulletin Board as a visual aid. Ditto sheet attached.	11. Make snowman from construction paper. Make snow with white styrofoam pieces. 12. Give worksheet to children and tell them to find the matching pair of snowmen. Two are just alike in every way. Now color these two just alike.

Squirrels in a Tree

Five little squirrels sitting in a tree;
This little squirrel said, "These nuts are fine".
This little squirrel said, "I like to eat".
This little squirrel said, "Nuts are a treat".
This little squirrel said, "Do you want some?"
This little squirrel said, "You may have one".
Five little squirrels went bob, bob, bob, (Bend Fingers)
Five little squirrels went nod, nod, nod, (Bend wrists)
Five little squirrels went patter, patter, patter, (Wiggle Finger)
Five little squirrels went chatter, chatter, chatter, (Clap hands)
Five little squirrels scolded you and me.
As they sat and ate nuts in a big tall tree.



COLOR PICTURE OF SQUIRREL
AND NUTS. CUT OUT SQUIRREL
AND NUTS ON STRAIGHT LINES.
PASTE THE SQUIRREL IN THE
UPPER LEFT-HAND SECTION OF
A PIECE OF CONSTRUCTION PAPER;
NUTS IN LOWER RIGHT-HAND
SECTION.



Figure - ground activity,
Page 1
Cut out leaf after it has been colored.

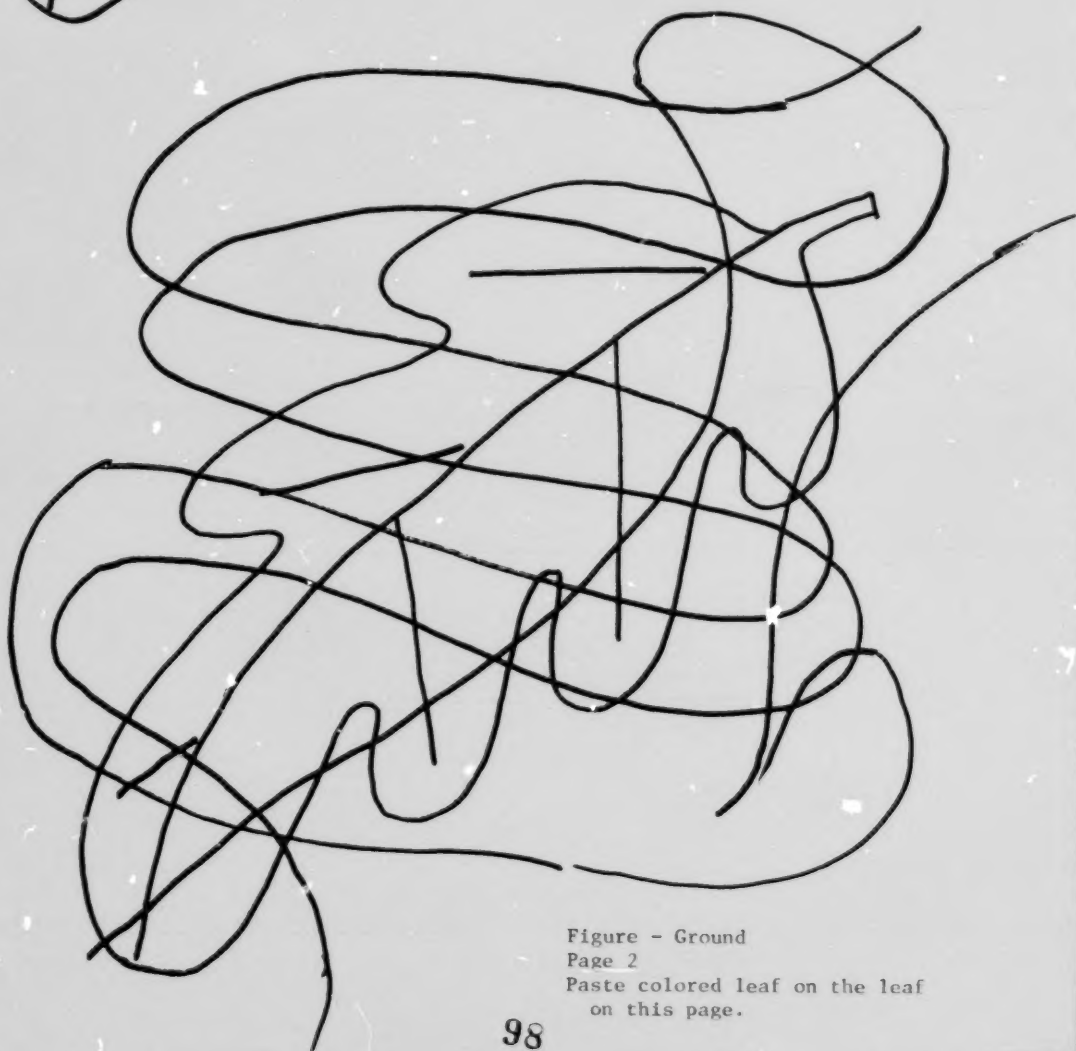


Figure - Ground
Page 2
Paste colored leaf on the leaf
on this page.

What Time Is Best

What time is best of the year?
The time leaves turn to red and gold,
The time when days turn sunny cold,
The time when apples, juicy sweet,
Turn red and ripe and good to eat.
What time is best of all the year?
Why fall is best, for fall is here!

Pearl M. Watts

Autumn

There is something about the Autumn
That I like the best of all,
Even though the nights are chilly
And the leaves begin to fall.

You can have your snowy weather,
Also April's rainy days.
But give me a day in autumn
When the leaves are all ablaze.

Oh, I find such real contentment
Neath October's sky so blue
A fragrant aroma is in the air
That is Mother's hearty stew.

I just couldn't think of trading
Autumn days for those of June
Because there's such quiet beauty
Underneath a harvest moon

Carice Williams

Crunchy Leaves

We make such a crunchy sound
In the leaves upon the ground
Crunchy, crunchy, hear the noise
Made in the leaves by girls and boys.

Author Unknown

Walking Around the Block

We went walking around the block together
Leaves were scarlet, leaves were brown
It was fun in sunny weather
Squirrels darting-squirrels scampering
Acorns dropping-brown birds chattering
Leaves were crunching with our feet
Smell of pine was sharp and sweet
We held pine cones in our hand
It was fun when we walked together
Walked around the block in sunny weather
All of us liked it
All of us thought it was fun,

Author Not Given

A Flock of Ducks and Me

I saw you on your journey
Across the open sky.
A V-formation overhead,
You quacked, and fluttered by.

I knew you'd felt gathered up
As your flying drew me in

For just one fleeting moment
I soared along with you....
What mystery had caught me
As overhead you flew?

Motionless, I stared
As far as I could see....
Blue sky, a far horizon
A flock of ducks and me.
Elva Horton Weber

Little Squirrel

I saw a little squirrel
Sitting in a tree;
He was eating a nut
And wouldn't look at me
Author not given

Frisky Frisky

Frisky Frisky
Hippity hop,
Up he flies,
To the Tree-top.

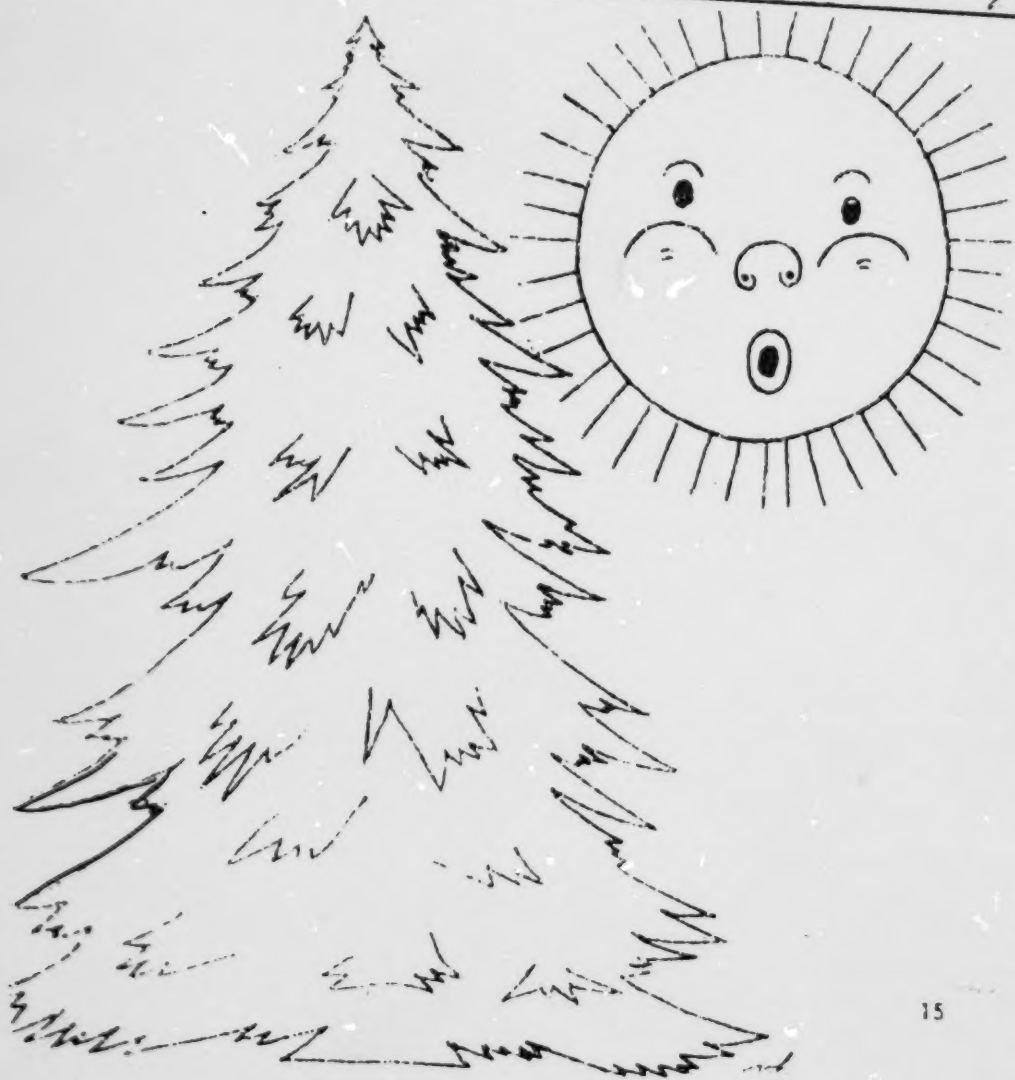
Whirly, Twirly,
Round, Round
Down he scampers
To the ground.

Furly curly,
What a tail
Tall as a feather,
Broad as a sail.

Where's his supper?
In the shell;
Snappy, cracky,
Out it fell.

Author Unknown





FIND THE MATCHING PAIR OF
SNOWMEN!



**DEVELOPMENTALLY DELAYED
SPEECH/LANGUAGE
KINDERGARTEN CURRICULUM**

Developmental Skills: Recognition of Different Animals

Area: Farm Animals

OBJECTIVES	MATERIALS	PROCEDURE/ACTIVITY
1. Discuss the different kinds of farm animals.	Peabody farm animal cards: Ex. use the cow, bull, calf, etc. Dennison Teaching Aids - Farm Set. Dennison Manufacturing Co. Framingham, Mass. 01701 Puzzles of farm animals Record - Sing along with Lucky, Melody House Record - Adventures in Sound, Melody House Books: "What's Inside?" - Garelick "The Little Tiny Rooster" - Will and Nicholas "Old MacDonald Had a Farm" - Graboff "Henny Penny" - Galdone "The Cow Who Fell in the Canal" "Who Took the Farmer's Hat" - Nodset "Petunia" - Duvoisin "Wake up Farm" - Trysselt Flannel Board: 3 Little Pigs	1a. Tell what each animal is called, where he lives, and what he eats. 1b. Let the children put the set together on a table, using the farmer, tractor, farm animals, etc. 1c. The teacher may order puzzles of different animals to be put together by children. This helps eye-hand coordination. 1d. Sing "Old MacDonald Had a Farm". Let the children make up the different animals. 1e. Play the "Trip to the Farm". Let the children guess the animal from the sound. Then try to imitate the animal sound. This is good auditory discrimination. 1f. Read and discuss thoroughly with the children. Give time for response. The teacher tells the story and then lets the children re-tell it with flannel board characters.

**DEVELOPMENTALLY DELAYED
SPEECH/LANGUAGE
KINDERGARTEN CURRICULUM**

Developmental Skills: Recognition of Different Animals

Area: Zoo Animals

OBJECTIVES	MATERIALS	PROCEDURE/ACTIVITY
2. Provide children with the opportunity to discriminate zoo animals from other animals.	Book - "Crazy Zoo" by Norman Bridwell Peabody Kit - Pictures of Zoo Animals Record - Adventures in Sound - Melody House Box of animal crackers. Books: "Where is the Zoo Keeper?" "Stop, Stop" "Tawny, Scrawny Lion" "Zoo Animals and Their Babies"	2a. Read, discuss and explain that a zoo is a place where people can safely see wild animals in captivity. Zoo animals are not safe to play with. 2b. Hand cut to children. Let them see their own card. Make sure they know correct name for each animal. 2c. Let the children listen to zoo animals and try to guess the animals from the sounds. Then let them imitate these sounds. 2d. Let each child draw a cracker from the box and imitate the animal until the other children guess the animal. 2e. Read and discuss the story. Give the children time to respond.

DEVELOPMENTALLY DELAYED SPEECH/LANGUAGE KINDERGARTEN CURRICULUM

Developmental Skills: Recognition of Different Animals

Area: Forest Animals

OBJECTIVES	MATERIALS	PROCEDURE/ACTIVITY
3. Introduce forest animals and discuss how they live.	Peabody Kit - forest animal cards Books: "Charlie the Tramp" - Hoben "What is that Alligator Saying" - Gross "I am a Mouse" - Golden Book "The Biggest House in the World" - Lionni "Where is Everybody?" - Charlie "Grizz World" - Hoff "Day and Night" - Duvoisin "Tale of Peter Rabbit" - Potter "Mr. Rabbit and the Lovely Present" - Zoloton "Winnie-the-Pooh, The Honey Tree" - Milne "Where Have You Been?" - Brown "Bears" - Krauss "Bambi" - Golden Book Poems: Funny Fat Frog The Rabbit's Habit	3a. Introduce each animal using the cards and then lead the children in a discussion about forest animals. Explain how they gather food. EX. Male raccoon is called a buck; the female is called a raccoon; a young raccoon is called a cub. They wash their food before they eat it, etc. 3b. Let each child imitate different forest friends. Then let the child describe the animal to the class. 3c. Read and Discuss. Record - Tempo for Tots, Melody House

DEVELOPMENTALLY DELAYED
SPEECH/LANGUAGE
KINDERGARTEN CURRICULUM

Developmental Skills: Recognition of Different Animals

Area: Animals as Pets

OBJECTIVES	MATERIALS	PROCEDURE/ACTIVITY
4. Discuss care of tame animals as pets.	Hayes - Our Pets Poems: Attached Sheet, Five Little Kittens, Sleepy Puppies Poems: <u>Five Little Kittens</u> Five furry kittens Waiting in the house; Softly, softly, They think they hear a mouse. The white kitten says, "Be still". The gray kitten says, "We will". The brown kitten says, "Oh, where?". The striped kitten says, "Take care". The black kitten says, "Right there". "Squeak", went the mouse, And they all ran under the house.	4a. Use these posters to define pets and get children to come to conclusions as to how to care for their pets.

DEVELOPMENTALLY DELAYED
SPEECH/LANGUAGE
KINDERGARTEN CURRICULUM

Developmental Skills: Recognition of Different Animals

Area: Animals as Pets

OBJECTIVES	MATERIALS	PROCEDURE/ACTIVITY
	Construction paper, stick, string, magnet Songs: "B-I-N-G-O" "Mary Had a Little Lamb" "Oh Where, Oh Where Has My Little Dog Gone" Books: "What Whiskers Did" - Carroll "Pretzel" - H.A. Ray "Rich Cat, Poor Cat" - Waber "I am a Kitten" - Golden Book "I am a Puppy" "A Boy, A Dog, and A Frog" - Mayer "The Big Book of Dogs" - Sutton "The Big Book of Cats" - Cook	41. Cut fish shape from construction paper with pictures of animals on it. Then put a paper clip on for the mouth. Let the child go fishing. If the child identifies what is on the fish he catches, he gets to keep it. If not, he must throw it back. The child with the most fish wins.

DEVELOPMENTALLY DELAYED
SPEECH/LANGUAGE
KINDERGARTEN CURRICULUM

Developmental Skills: Recognition of Different Animals

Area: Animals as Pets

OBJECTIVES	MATERIALS	PROCEDURE/ACTIVITY
5. Review all animals. Children must discriminate and catagorize the different types of animals.	<u>Sleepy Puppies</u> Five little puppies playing on the floor. One crept to bed, then there were four. Four sleepy puppies were as tired as could be. One curled up in a ball; then there were three. Three sleepy puppies said, "We are drowsy, too." One found a blanket; then there were two. Two sleepy puppies too tired to run; One lay upon the grass; then there was one. One sleepy puppy said, "Night has begun". He found a kennel; then there was none. All Peabody animal cards.	5a. Play the same game that was played with the Peabody food cards found in the Care of Body section.

DEVELOPMENTALLY DELAYED
SPEECH/LANGUAGE
KINDERGARTEN CURRICULUM

Developmental Skills: Recognition of Different Animals

Area: Animals

OBJECTIVES	MATERIALS	PROCEDURE/ACTIVITY
	Puzzle: Animal Homes by Play School Domino - Animal Domino - Play School Preschool - Animals to trace and color Make ditto sheet of the various animals Book: "Animal Dictionary" Film: "Animal Life" by Coronet	5b. The children match the animal with its home 5c. Play Dominoes. 5d. Give each child an animal sheet to color. Let him color it according to classroom discussion. Then let each child tell his animal, color, type, where it lives, etc. 5e. Let the child look at the book before you read it.

DEVELOPMENTALLY DELAYED
SPEECH/LANGUAGE
KINDERGARTEN CURRICULUM

Developmental Skills: Increase Vocabulary Skills

Area: Transportation

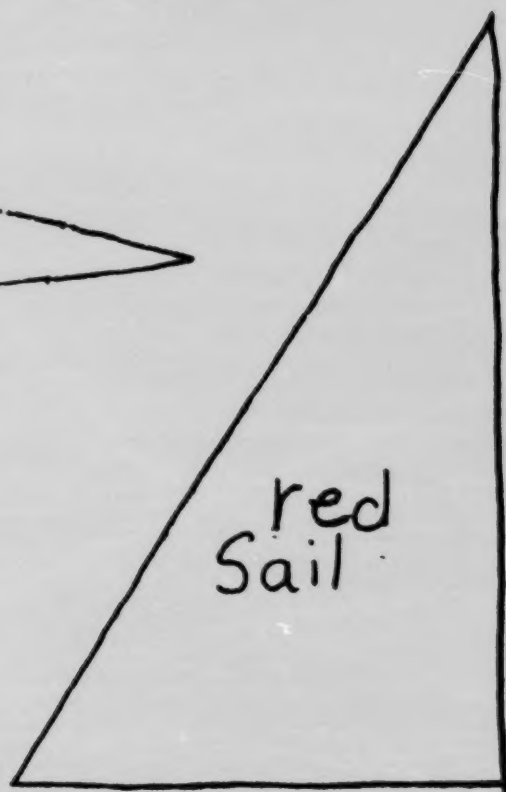
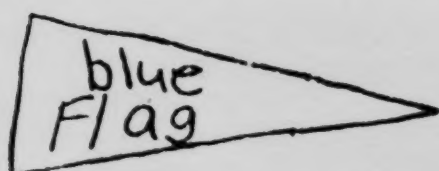
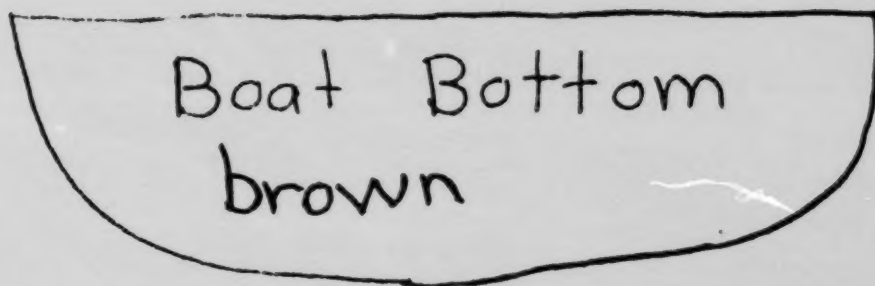
OBJECTIVES	MATERIALS	PROCEDURE/ACTIVITY
1. Enrich and extend the child's speaking and listening vocabulary about transportation.	Peabody transportation cards.	1a. Name each picture and let the children discuss the types of transportation it is. Next, let the children tell if it moves in the air, or on land, or in the water.
	Ditto Sheet	1b. Follow-up with work sheet attached. Discuss how do you know the plane travels in the air? etc.
	Peabody Kit	1c. Lesson No. 7, P. 10, act. 1 and 2.
	Peabody Kit	1d. Lesson No. 147, P. 84
	Peabody Kit	1e. Lesson No. 74, P. 91, act. 1
	Peabody Kit	1f. Daily Lesson No. 167, P. 2, act. 1.
	Ditto sheet, glue, scissors, blue construction paper.	Let the children make sail boats. The child cuts out his boat pieces and glues them on a piece of blue construction paper (for water). Have a model on display for children to follow.
	Peabody Kit	1g. Lesson No. 147, p. 184.
	White paper.	1h. Make paper airplanes and go outside to fly them together.

DEVELOPMENTALLY DELAYED
SPEECH/LANGUAGE
KINDERGARTEN CURRICULUM

Developmental Skills: Increase Vocabulary Skills

Area: Transportation

OBJECTIVES	MATERIALS	PROCEDURE/ACTIVITY
	BOOKS: <u>Go Go's Car Breaks Down -</u> <u>Rockwell</u> <u>The Little Engine That Could</u> <u>What Makes It Go</u> <u>The Airplane Book - Golden Book</u> <u>My Little Book of Cars and</u> <u>Trucks</u> <u>A Rocket in My Pocket</u> <u>The Road Runner</u> <u>About Cargo Ships</u> <u>Trip for Tommy</u> SONGS: "The People on the Bus" "Down by the Station" "Row, Row, Row, Your Boat" "Little Red Caboose" "Bicycle Built for Two"	

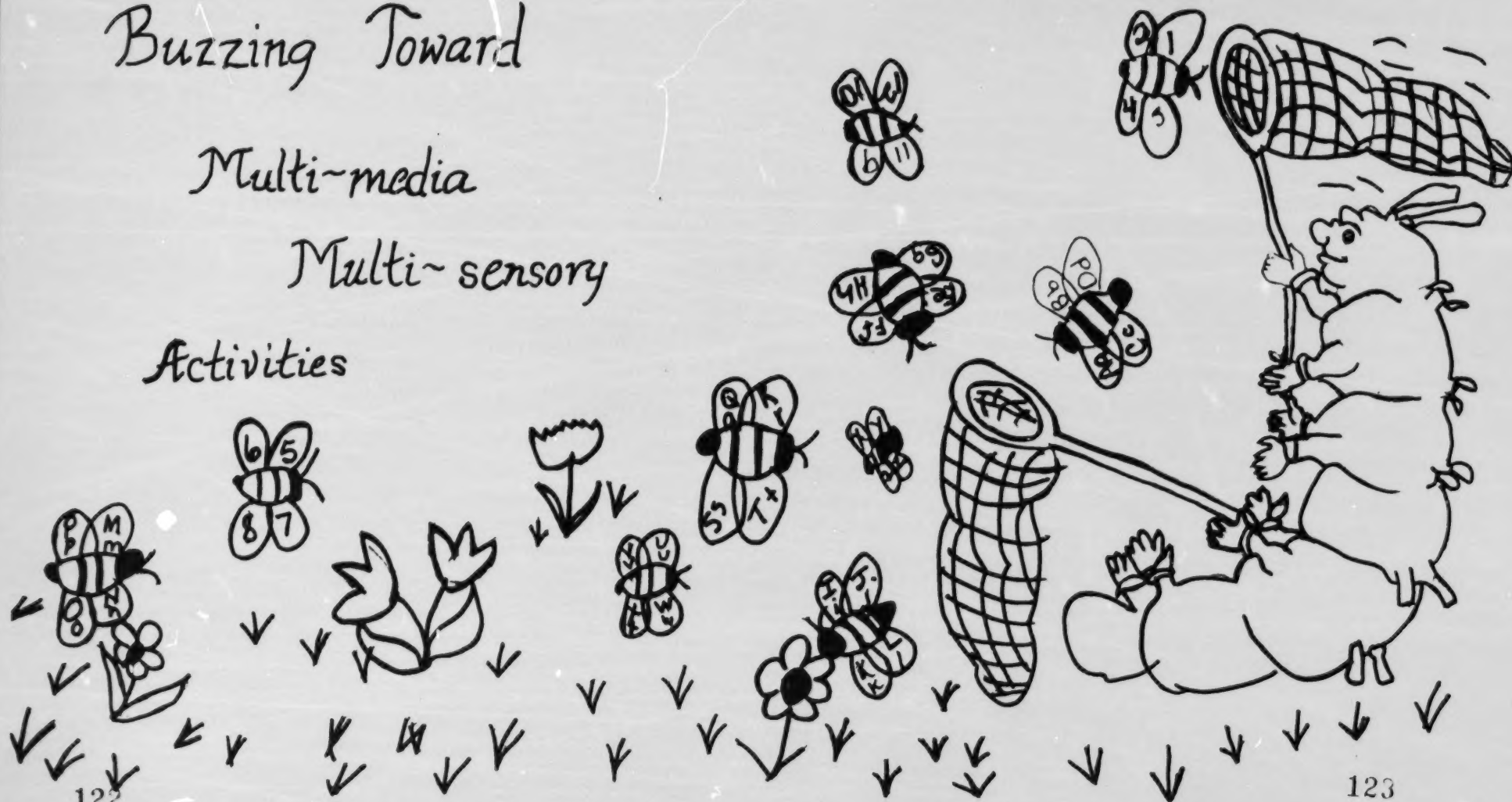


Buzzing Toward

Multi-media

Multi-sensory

Activities



DEVELOPMENTALLY DELAYED SPEECH/LANGUAGE KINDERGARTEN CURRICULUM

Developmental Skills: Developing Rote Counting

Area: Math - Numbers 1-10

OBJECTIVES	MATERIALS	PROCEDURE/ACTIVITY
1. Introduce the different concepts of numbers.	Playground ball Flannel board, small figures and felt numbers. 10 paper fish out of construction paper, paper clips for mouth, pole, string, magnet	1a. The children are seated on the floor and the teacher stands in front of the children. The teacher bounces the ball and the children count aloud and together. Then the teacher lets them count silently. Stop and count the number of bounces. This activity may be adjusted to any number of bounces. Another use for this activity, is to let the teacher bounce the ball several times and then bounce it to a child, who bounces the ball that same number of times. If he bounces the ball the correct number of times, he then bounces the ball to another child and the game starts over. 1b. Put a number on the board and let a child count out an equal amount of objects to match the number. Then let the child make a sentence such as "There are 2 yellow ducks on the board". 1c. Number the fish and play a fishing game. Let the children catch a fish and tell the number that is written on it.

**DEVELOPMENTALLY DELAYED
SPEECH/LANGUAGE
KINDERGARTEN CURRICULUM**

Developmental Skills: 1 to 1 Correspondence

Area: Numbers 1-10

OBJECTIVES	MATERIALS	PROCEDURE/ACTIVITY
2. Introduce 1 to 1 correspondence.	Ditto worksheet 1-5 (attached) Counting objects for each child. Bulletin Board. 1-10 train cars with numbers on them. Use counter sticks out of construction paper. Ditto worksheets attached.	2a. Let each child make a sentence about each page. (Ex. There is one giraffe on this page. The one giraffe is drinking one soda, etc.) Then let the children count out one object at their desk. Use this procedure for numbers 1-10. 2b. Put the train on a bulletin board. In each car place the number of counters in the train. (Ex. In car one put one stick, and so on). 2c. Let child draw a line and match numeral with correct number of objects. Next let the children make sentences with each of the objects they have matched. This helps correct any mistakes made.
3. Introduce ordinal numbers.	Flannel board with counting objects. Attached worksheet	3a. Discuss words such as next, between, middle, last and next to last. Call on children to line up. (Ex. Have 3 children to be first, last, middle, etc.) 3b. Place five objects on the flannel board. Remind the children that they are to begin at the left side of the row of objects to determine the relative position of an object in that row. Ask another to describe the second object, another to describe the third and so on. Then ask if anyone knows the name of the position after the first one and so on. 3c. Give the children the worksheet. Have them trace over the numbers with their pencils and discuss what is happening.

DEVELOPMENTALLY DELAYED
SPEECH/LANGUAGE
KINDERGARTEN CURRICULUM

Developmental Skills: Ordinal Numerals

Area: Math 1-10 numerals

OBJECTIVES	MATERIALS	PROCEDURE/ACTIVITY
	Rhymes and finger plays attached Peabody Kit Page 85, Activity 1 Peabody Kit Page 40, Activity 5 Peabody Kit Page 24, Activity 2 Peabody Kit, Page 174, Daily Lesson 139, Activity 3 Peabody Kit, Page 137, Daily Lesson 113, Activity 2 Peabody Kit, Page 117, Daily Lesson 97, Activity 3 SONGS: "Ten Little Indians" "This Ole Man" Record - Sing Along With Lucky by Melody House BOOKS: "My First Counting Book" Golden Book "Six Foolish Fishermen" - Elkin "One, Two, Three, Going to the Sea" - Alam "Counting" - Golden Book "The Three Billy Goats Gruff"	3d. Let the children use their fingers as they say the rhymes with you. 3e. The teacher asks the children to name a number that rhymes with men, sue, sun, tree, and so on. (Ex. men-ten, sue-two, etc.) 3f. Follow directions in the Peabody Kit. 3g. Follow directions in the Peabody Kit. 3h. Follow directions in the Peabody Kit.

DEVELOPMENTALLY DELAYED
SPEECH/LANGUAGE
KINDERGARTEN CURRICULUM

Developmental Skills: Ordinal Numbers

Area: Math 1-10 Numerals

OBJECTIVES	MATERIALS	PROCEDURE/ACTIVITY
	Books: "Three Little Kittens" "Three Little Pigs" "Four Puppies" - Golden Book "The Goat that Learned to Count" "Cecily J. and the 9 Monkeys" H.A. Rey "Little 1 - by Ann and Paul Rand "Too Many Live in My House" E.F. Gilbert "One Kitten For Kim" Adelaid Holl "Mystery of The Farmer's Three Fives" - Margaret Key Puzzles: Number Match Up by Sesame Street Counting Match Up Number Dominoes by Playskool Records: School Day Album - Melody House Let's Count Song - Hap Palmer Math Readiness	

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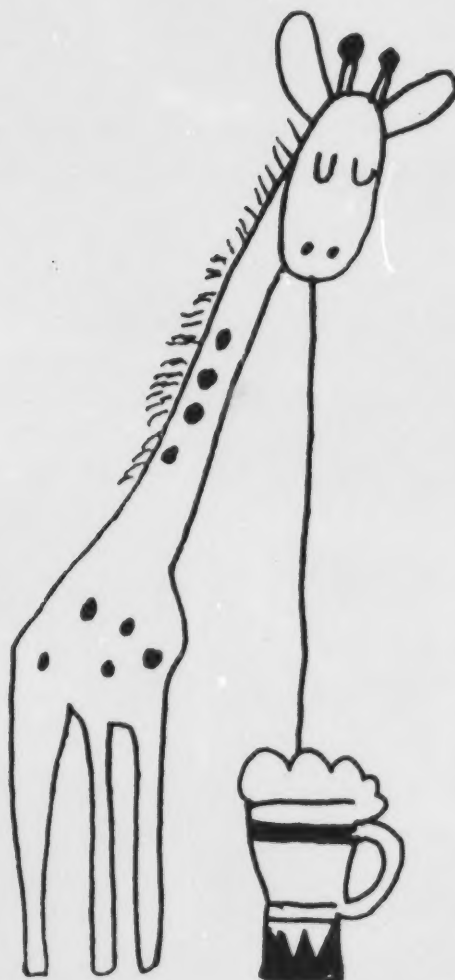
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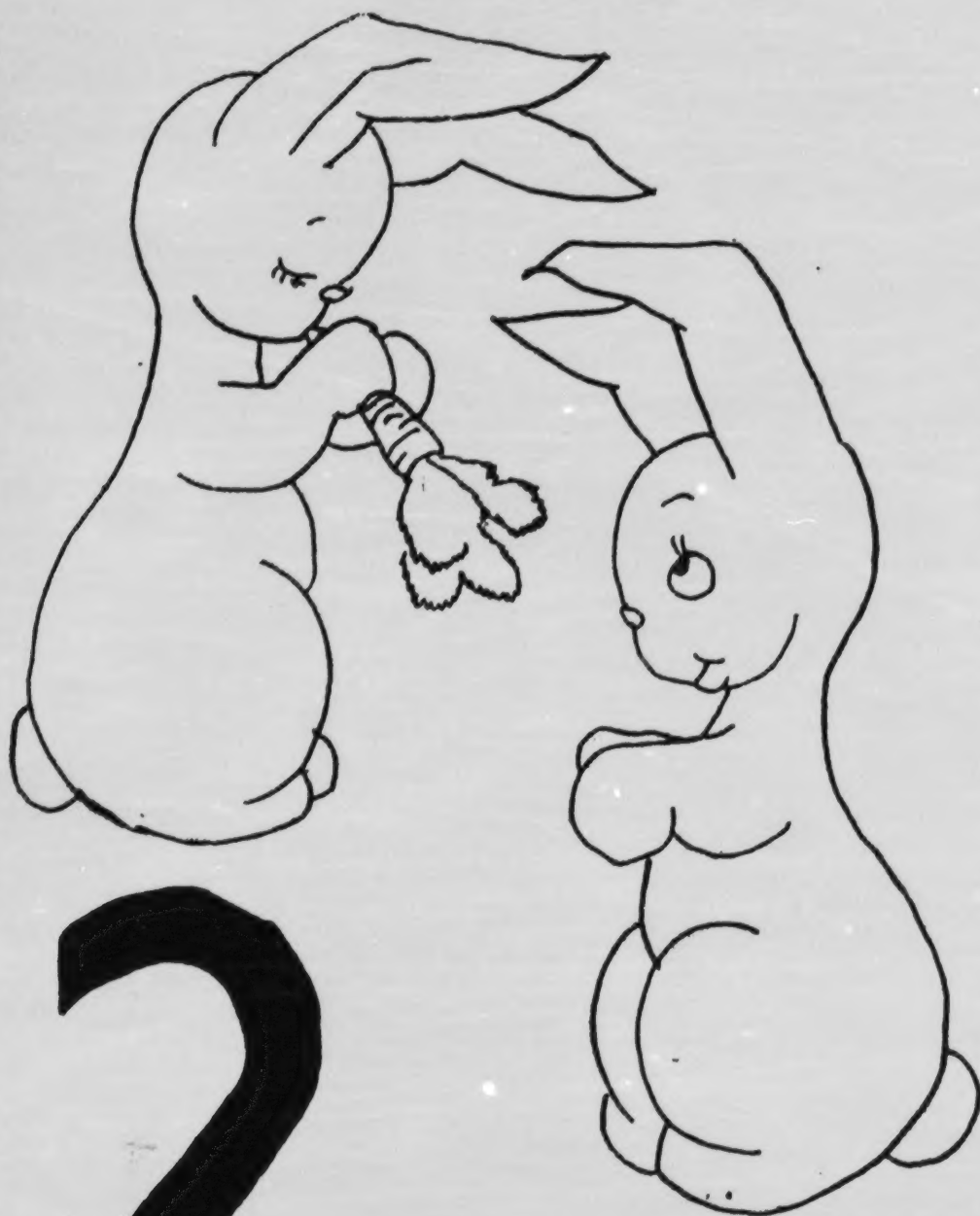
1



one



2



2

two

3



4

4

4

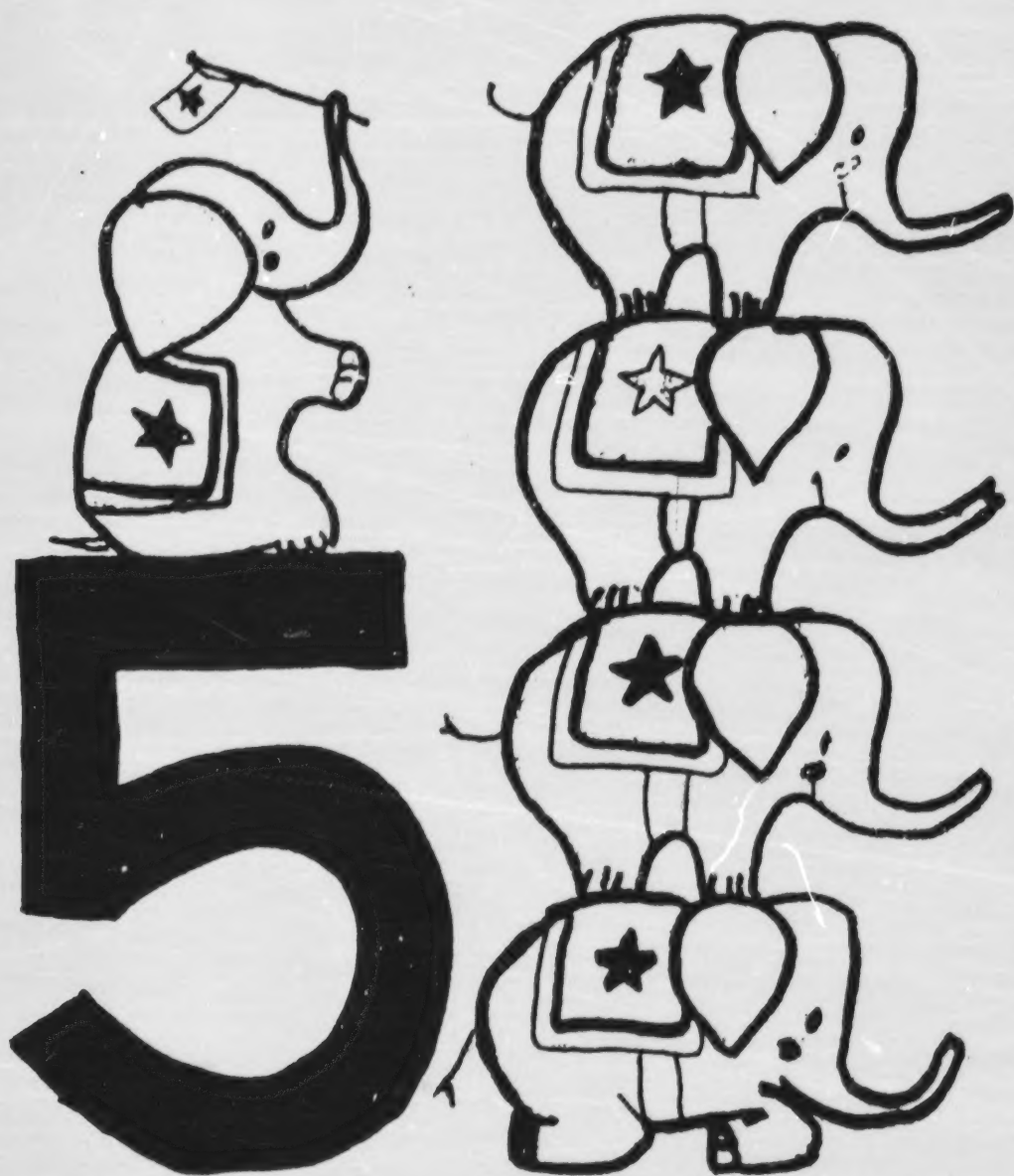
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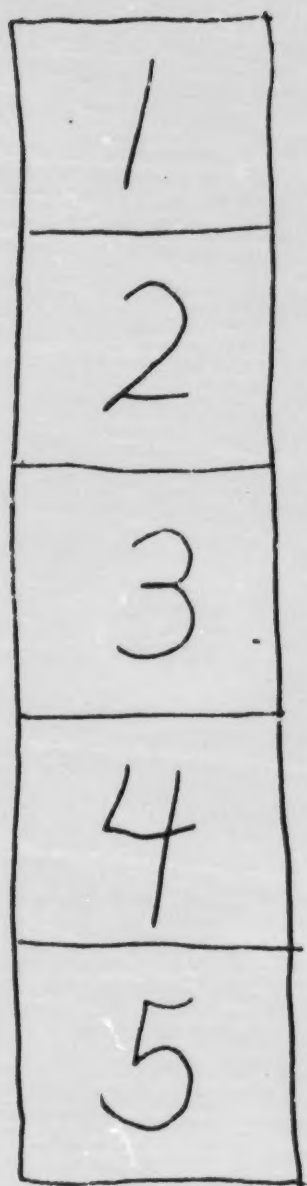
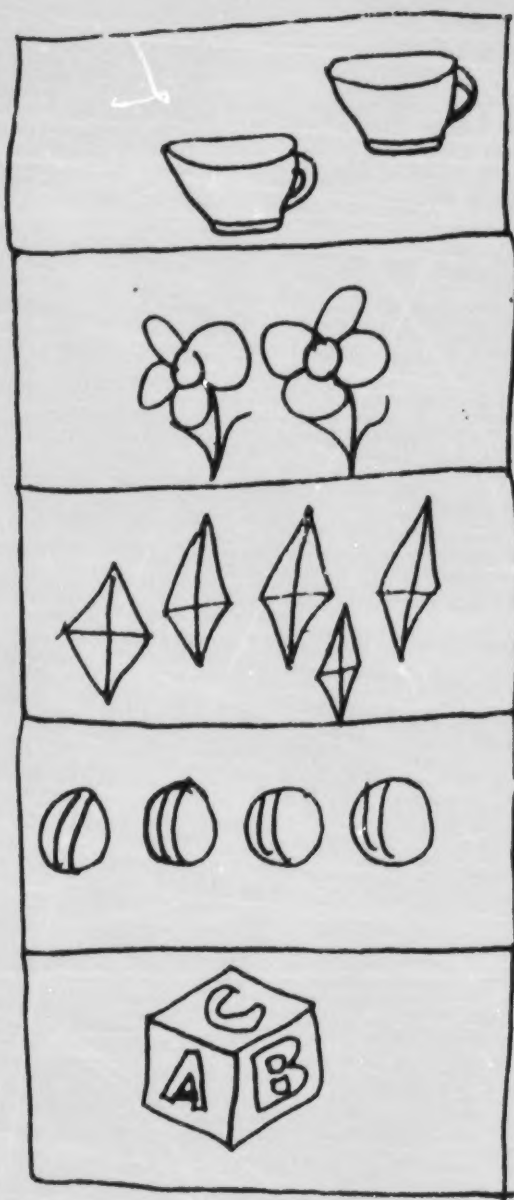


4



5





FOUR LITTLE MONKEYS

Two little monkeys sitting in a tree
Were joined by mother and that made three.
Three little monkeys in the tree did play.
They clattered and chattered in a happy way.
Three little monkeys wishing for one more,
Another came to join them and that made four.
Monkeys, monkeys, how many do I see?
Four little monkeys sitting in a tree.

THIS LITTLE CLOWN

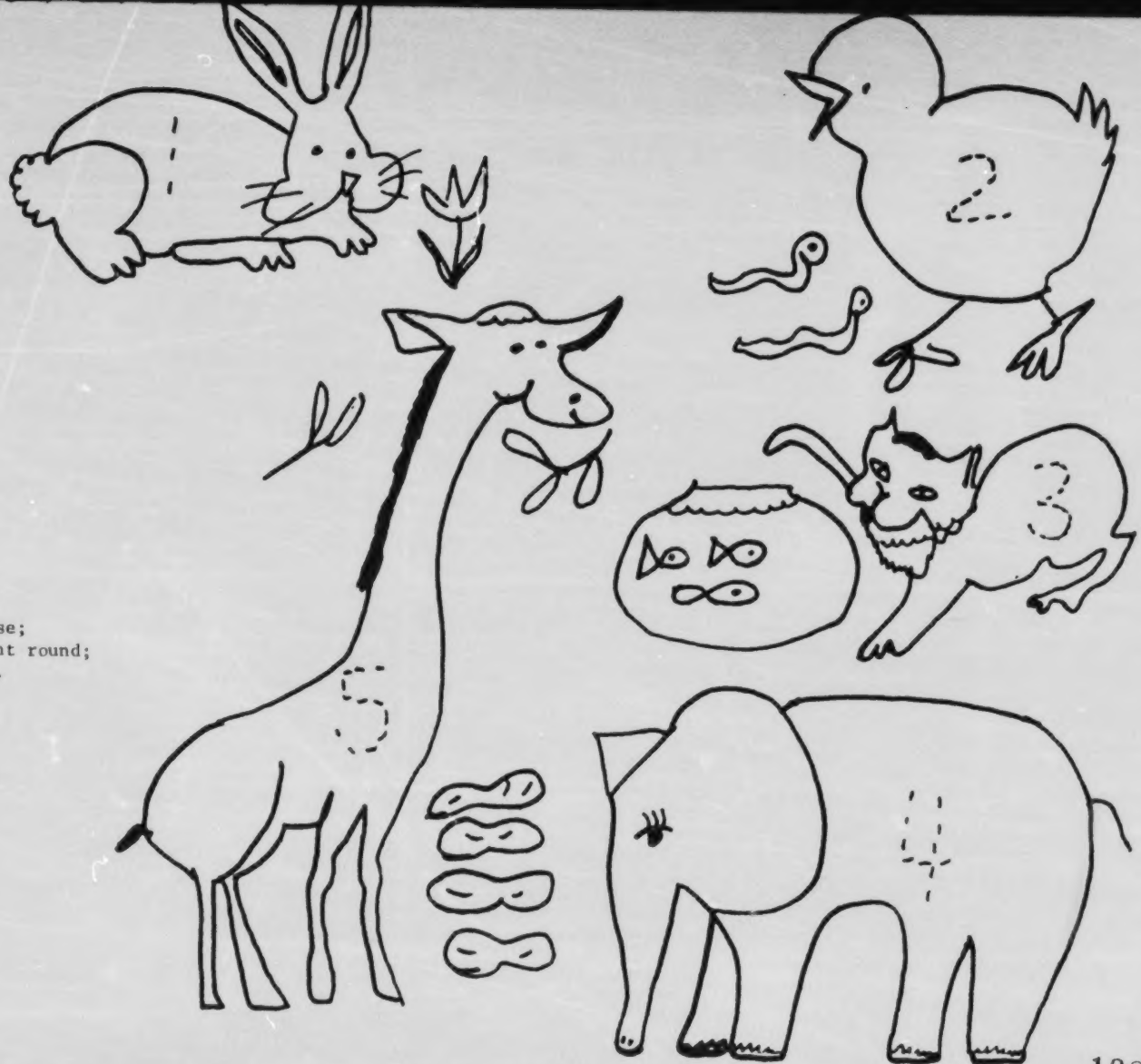
The first little clown is fat and gay;
The second little clown does tricks all day;
The third little clown is strong and tall;
I like the clowns, I like them all.

FIVE LITTLE PUPPIES

Five little puppies were playing in the sun;
The first one saw a rabbit, and he began to run;
The second saw a butterfly, and he began to race;
The third one saw a pussycat, and he began to chase;
The fourth one tried to catch his tail, and he went round;
The fifth one was so quiet, he never made a sound.

COUNTING KITTENS

One little kitten with a furry tail;
Two little kittens lapping milk from a pail;
Three little kittens rolling on the floor;
Four little kittens running out the door;
Five little kittens rolling a yellow ball;
Six little kittens and now that is all.



DEVELOPMENTALLY DELAYED
SPEECH/LANGUAGE
KINDERGARTEN CURRICULUM

Developmental Skills: Multimedia-Multisensory Activities

Area: Alphabet

OBJECTIVES	MATERIALS	PROCEDURE/ACTIVITY
1. Help the children recognize, write and produce the sound of each letter in the alphabet. Also develop vocabulary by using informal activities such as: songs, conversation, discussion, story-telling, and creative dramatics.	Alpha Time Phonetics Factory Amos and His Friends Form-a-Sound by Ideal BFA-Phonics Program. CBS Educational, Inc. 2211 Michigan Ave., Santa Monica, CA, 90404 Hayes-Afro American ABC Hayes School Publishing Co., Inc. Wilkinsburg, Penn.	1a. Alpha Time is a multimedia, multisensory beginning Language Arts program. It affords each child a variety of oral language and literature experiences necessary for a meaningful comprehension of the written word. 1b. Phonetics Factory is an auditory-visual program specifically developed to instruct children in a basic foundation of phonetics. 1c. This kit helps the children understand the letter sound under consideration through association of the sound of the words and by actually utilizing the sound. 1d. This kit is designed to provide children with a basic foundation in phonetics. The cards from this kit were used to show children how to make the sounds by showing how the mouth, the tongue, and the lips are positioned. 1e. The Teaching Picture cards were used from this kit. The picture card told a story using words that started with the sound being studied. New words were introduced and discussed. Then the children told a story about the action taking place on the card. 1f. This program presented all the letters in a delightful manner, while it capitalized on the curiosity and the high interest levels of young children. Reading and talking about the pictures with the children gave them an opportunity to express themselves.

DEVELOPMENTALLY DELAYED
SPEECH/LANGUAGE
KINDERGARTEN CURRICULUM

Developmental Skills: Multimedia-Multisensory Activities

Area: Alphabet

OBJECTIVES	MATERIALS	PROCEDURE/ACTIVITY
	Timberwood Tales Hoffman - Beginning Reading Program	lg. Read-Along Listening Series Ex: Letter "B" - Story: A Beaver is a Beaver A Bat is a Bat lh. This program is a first course in language arts development. It requires no reading skills and it develops readiness skills and basic concepts such as following directions, use of positional and directional terms, sequence, letter recognition, alphabetical order and color discrimination. NOTE: From the kits listed above, all the ditto sheets to color and discuss were put together to make each child a book on each letter. When the booklet was completed, another letter was introduced. Alpha Time was the main source used. Although Alpha Time does not introduce the letter, the sound of the letter, and writing the letter, it was a very good reinforcer for these skills.

DEVELOPMENTALLY DELAYED
SPEECH/LANGUAGE
KINDERGARTEN CURRICULUM

Developmental Skills: Multimedia-Multisensory Activities

Area: Alphabet

OBJECTIVES	MATERIALS	PROCEDURE/ACTIVITY
2. Introduce letter "M"	Alpha Time	2a. Pages: 1,2,3,4,6,7,8,9,50,51,53,54,55,56,57,59,59a,59b
Letter "T"	Alpha Time	2b. Pages: 10,11,12,13,14,15,60,61,65,67,67a,67b
Letter "F"	Alpha Time	2c. Pages: 16,17,18,19,20,21,23,24,68,69,70,72,73,75, 76,77,78a,78b
Letter "H"	Alpha Time	2d. Pages: 26,27,28,29,30,31,32,79,80,82,84,85,86,87, 88,89,89a,89b
Letter "N"	Alpha Time	2e. Pages: 33,34,35,37,39,40,41,90,91,93,94,95,96,97, 97a,97b

**DEVELOPMENTALLY DELAYED
SPEECH/LANGUAGE
KINDERGARTEN CURRICULUM**

Developmental Skills: Multimedia-Multisensory Activities

Area: Alphabet

OBJECTIVES	MATERIALS	PROCEDURE/ACTIVITY
3. Review letters learned.	Attached sheet.	3a. A ditto sheet is made after several letters have been covered. Children identify the pictures and the beginning letter. Then use the prove-it test from Alpha Time as the letter is circled.
4. Help the children associate small and capital letters.	Ditto sheet attached, scissors, paste.	4a. In free time children can cut out squares and circles at bottom of page and glue in the matching balloon at the top of the page.
5. Introduce Letter "A".	Alpha Time Flash Cards White square cards, magic markers (red and black)	5a. Pages: 43,44,46,98,99,102,103,104,105,108,110a,110b. 5b. All letters are written in black except the vowels and they are written in red. The children play with the flashcards by trying to name the letters and a word that starts with that letter.
Letter "B".	Alpha Time	5c. Pages: 111,112,114,115,116,117,118,119,120,164,165,166,169,171,172,174a,174b.
Letter "Z".	Alpha Time	5d. Pages: 122,123,124,126,127,128,129,130,131,132,178,179,180,181,181a,181b.
Letter "P"	Alpha Time	5e. Pages: 133,134,136,137,138,139,140,183,187,188,189,190,190a,190b.
Letter "S"	Alpha Time	5f. Pages: 142,143,144,146,148,149,151,152,191,192,193,195,196,197,199,200,200a,200b.

DEVELOPMENTALLY DELAYED
SPEECH/LANGUAGE
KINDERGARTEN CURRICULUM

Developmental Skills: Multimedia-Multisensory Activities

Area: Alphabet

OBJECTIVES	MATERIALS	PROCEDURE/ACTIVITY
Letter "V".	Alpha Time	5g. Pages: 153,154,155,156,157,158,201,202,203,204,207a,207b.
Letter "E".	Alpha Time	5h. Pages: 159,160,161,162,163,208,209,211,212,213,215a,215b.
Letter "L".	Alpha Time	5i. Pages: 216,217,218,220,221,222,223,224,225,226,227,263,264,265,267,268,269,270,271,272,273,274a,274b.
6. Introduce the meaning of opposites using the Alpha Time Kit.	Alpha Time's Opposite Kit - Concepts of Opposite	6a. Children get into group, distribute cards among the children, have a child name the card he is holding. (EX: day) Then he asks which child has the opposite and the child who has it will stand (EX: night).
7. Introduce Letter "D".	Alpha Time	7a. Pages: 228,229,231,232,233,234,235,236,237,275,276,277,278,279,282,283,284a,284b.
Letter "G".	Alpha Time	7b. Pages: 238,239,240,241,242,244,245,285,286,287,288,289,290,290a,290b.
Letter "C".	Alpha Time	7c. Pages: 247,248,249,250,251,252,254,255,291,292,293,295,296,296a,296b.
Letter "I".	Alpha Time	7d. Pages: 257,258,259,260,261,262,297,298,299,300,301,302,303a,303b.
Letter "O".	Alpha Time	7e. Pages: 304,306,305,307,308,339,340,341,342,343,345,346,346a,346b.
Letter "K".	Alpha Time	7f. Pages: 309,310,311,312,313,314,315,316,317,319,320,321,322,322a,322b.

DEVELOPMENTALLY DELAYED
SPEECH/LANGUAGE
KINDERGARTEN CURRICULUM

Developmental Skills: Multimedia-Multisensory Activities

Area: Alphabet

OBJECTIVES	MATERIALS	PROCEDURE/ACTIVITY
Letter "W".	Alpha Time	7g. Pages: 323,324,325,326,327,328,329,330a,330b,330c.
Letter "Y".	Alpha Time	7h. Pages: 331,332,333,334,335,336,337,338,338a,338b.
Letter "R".	Alpha Time	7i. Pages: 347,348,349,350,352,353,354,355,356,357,359,359a,359b.
Letter "J".	Alpha Time	7j. Pages: 360,361,362,363,364,365,365a,365b.
Letter "U".	Alpha Time	7k. Pages: 366,367,368,369,370,372,373,374,375,376,376a,376b.
Letter "X".	Alpha Time	7l. Pages: 377,378,379,380,380a,380b.
Letter "Q".	Alpha Time	7m. Pages: 381,382,383,383a,383b.
8. Review of all letters.	Alpha Time	8a. Pages: 384,385,386,387,389 - Filmstrips for review.
Additional activities.	Puzzles - Consonant Sounds by Trend Enterprises. Alphabet Match-Ups by Sesame Street.	

DEVELOPMENTALLY DELAYED
SPEECH/LANGUAGE
KINDERGARTEN CURRICULUM

Developmental Skills: Multimedia-Multisensory Activities

Area: Alphabet

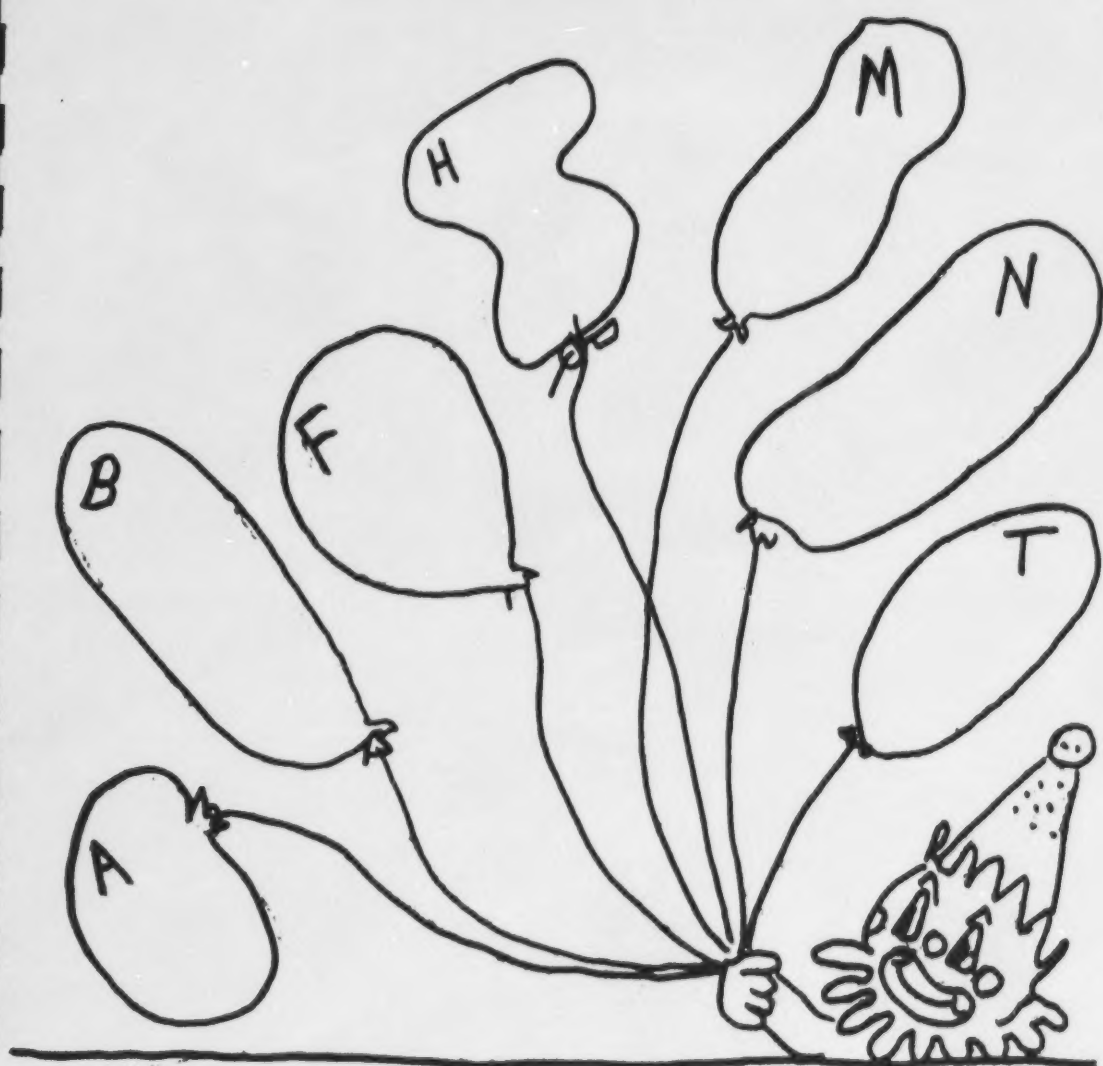
OBJECTIVES	MATERIALS	PROCEDURE/ACTIVITY
	Additional Books and activities Superscope-Tele-Story Tape and Book Chatsworth, CA. Game (teacher-made) Large poster board, colored pipe cleaners, magic markers, magazines and catalogs, scissors, paste.	8b. Any books that can be associated with letters and stories in Alpha Time help extend the child's vocabulary by making him more familiar with the letters. This may be set up as a center with earphone equipment. Example: With the letter "c", a good book would be "Cinderella". 8c. Put three letters on each poster board. Cut out pictures that begin with these three letters. Paste them in a mixed up position on the poster board. Print the three letters at the top of the board using different colored markers. Make circles out of the pipe cleaners. Then the child matches the right color pipe cleaner with the picture that starts with the sound, using the code at top of page.

DEVELOPMENTALLY DELAYED
SPEECH/LANGUAGE
KINDERGARTEN CURRICULUM

Developmental Skills: Multimedia-Multisensory Activities

Area: Additional Activities

OBJECTIVES	MATERIALS	PROCEDURE/ACTIVITY
9. Familiarize children with nursery rhymes and extend their vocabulary.	Two pieces of construction paper for each child, yarn, magic markers, Hayes Favorite Mother Goose Rhymes and Pictures by Hayes School Pub. Co. Record: Ella Jenkins Nursery Rhymes "Rhyming and Remembering for Young Children and Older Boys and Girls With Special Language Needs" by Folkways Records.	9. Nursery Rhyme Booklets - Make a booklet for each child. Each time a nursery rhyme is introduced add it to their booklet. The nursery rhymes were used in relation to units studied. For example, at Christmas the nursery rhyme learned was "Little Jack Horner". This booklet can be kept, and reviewed throughout the year.
10. Help the children develop language and number skills, as well as general skills such as eye-hand coordination, seeing relationships, observing and making judgments.	Teacher-made activities Book used: <u>Workjobs</u> by Mary Baratta-Lorton Addison Wesley Publishing Co.	10. These activities were made for the children to work during their spare time.



a

b

f

h

m

n

t

a

b

f

h

m

n

t

Name: _____



h m t f



t m h f



h m t f



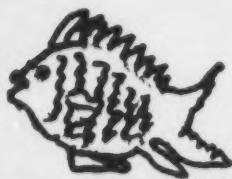
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DEVELOPMENTALLY DELAYED
SPEECH/LANGUAGE
KINDERGARTEN CURRICULUM

Developmental Skills: Language - Games

Area: Speech Therapy

OBJECTIVES	MATERIALS	PROCEDURE/ACTIVITY
1. Reinforce auditory discrimination by using sounds of familiar objects.	Familiar objects which make noise such as a clock, stapler, hole punch, keys, paper tearing, pencil tapping, foot stomping, hands clapping, a bell ringing, etc., were used to aid in this activity.	1a. The children were seated in a circle and told that they were going to play a "noise game". Familiar objects and their sounds were introduced to the children. The children were then instructed to close their eyes and listen to the sound. They were then given turns and told to tell which object made the sound.
2. Reinforce listening and attention skills by using the "A" sound.	A story containing many objects beginning with "A" is used to reinforce this sound. Drawing paper for pictures.	2a. The children were read a story which contained the "A" sound. Then they drew a picture of what they liked best about the story.
3. Reinforce auditory memory by using familiar objects.	Familiar objects and pictures starting with an "n" were used to aid in reinforcing the "n" sound and improving auditory memory. Objects Included: Nail, Neck Tie, Nut, Necklace, Nurse (picture), Number, Nest, Needle, Noodles, Newspaper, Nickel, Knife, Napkin.	3a. The children were seated in a circle and each child was allowed to choose an object or a picture. One at a time the children called the name of their object and described it. Each child had to remember the object described before him.
4. Reinforce the "B" sound skills in following directions and color recognition.	Stimulus pictures of objects beginning with "B" are used, in coordination with a ditto sheet.	4a. Stimulus pictures of objects beginning with "B" were shown to the children and they named them. The attached sheet was used by the children as they were told to color a bubble a certain color.

DEVELOPMENTALLY DELAYED
SPEECH/LANGUAGE
KINDERGARTEN CURRICULUM

Developmental Skills: Language - Games

Area: Speech Therapy

OBJECTIVES	MATERIALS	PROCEDURE/ACTIVITY
5. Reinforce skills in descriptive language.	A game called "It Does What?" was used with small teddy bear playing pieces. (attached sheet)	5a. The children were seated on the floor and told that they were going to play a game called "It Does What?". Each child was given a teddy bear playing piece. Then each child took turns spinning and moving their number of times. Then they had to describe the object on their space and it's purpose.
6. Reinforce the "P" sound, using skills in following directions and color recognition.	Run-off sheets containing pictures of objects starting with a "P" and crayons.	6. The children were given two run-off sheets containing objects which started with a "P". They were then given specific directions and told to follow them by coloring, circling, drawing, etc.
7. Improve sequencing skills.	Sequence Picture Cards	7. Each child was given a set of sequence picture cards and told to tell the class about each card and to put the cards in the correct order.
8. Reinforce listening skills, skills in following directions and skills in body part recognition.		8. The "Simon Says" Game was used for this activity. When they heard "Simon Says", they were to follow those directions. If they didn't hear "Simon Says", they were not to follow those directions.
9. Reinforce the "ie" sound skills in color recognition, shape recognition and listening skills.	An Easter Egg Game	9. An "Easter Egg Hunt" Game was used which contained eggs of all colors and different shapes. The children were instructed to select another child and to ask him for two eggs specifically naming the colors and shapes. The child chosen then had to hand that child the two eggs that were requested.

**DEVELOPMENTALLY DELAYED
SPEECH/LANGUAGE
KINDERGARTEN CURRICULUM**

Developmental Skills: Language - Games

Area: Speech Therapy

OBJECTIVES	MATERIALS	PROCEDURE/ACTIVITY
10. Improve skills in auditory sequential memory.	Paper strips containing appropriate key phrases.	10. A "Word Chain Game" was used with the children seated in a circle. The name of a place such as a school, a zoo, or a supermarket was used. They were told to say words that belong to one of these places. (Ex: I go to the zoo and see a _____.) Each child was to add a new word and say the word that the child before him had said.
11. Recognize pictures of objects beginning with "L", and improve gross motor skills by cutting and pasting pictures.	Run-off phonic sheets containing pictures of objects beginning with an "L". Additional sheets, scissors and paste.	11. Two phonic sheets were given to each child, and then the picture sheet was discussed. The children then cut out only the pictures beginning with "L" and pasted them on the squares on the second page.
12. Introduce new words to children in order to broaden their vocabulary.	Peabody Picture Cards.	12. Pictures of objects starting with letters that have been covered in class are distributed. Pictures of unfamiliar objects are chosen in order to introduce new words. Children are shown the pictures, told about them, and told what letters they start with.
13. Reinforce vocabulary practice and new letters.	Peabody Picture Cards	13. The children play a game called the "Postman Game", using a stack of cards with pictures beginning with different letters. One child is chosen to be the postman. The postman gives each child a card. As the child is given a picture, he must pick out the initial sound of his word. If he misses, he must drop his letter in the "dead letter box".

DEVELOPMENTALLY DELAYED
SPEECH/LANGUAGE
KINDERGARTEN CURRICULUM

Developmental Skills: Language - Game

Area: Speech Therapy

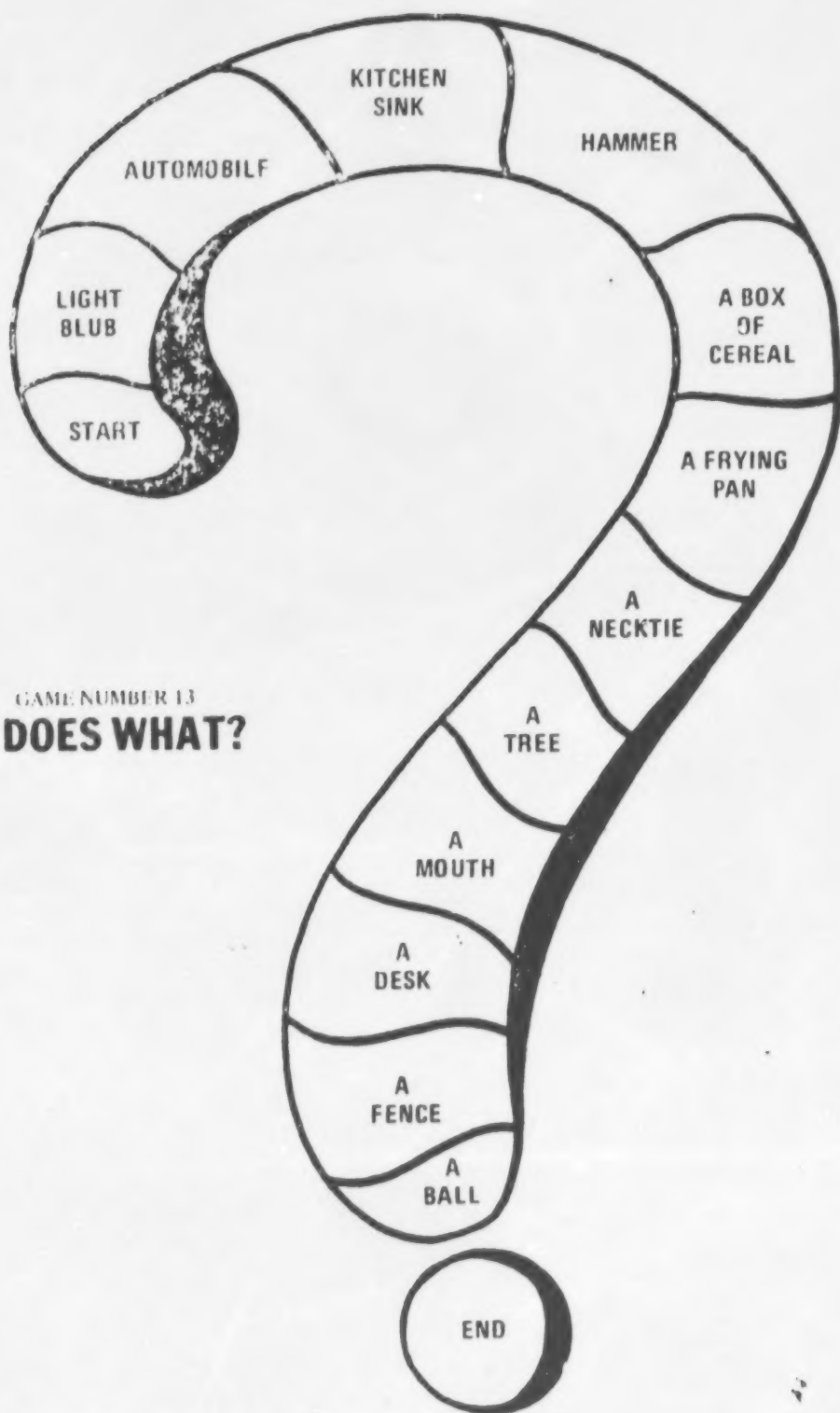
OBJECTIVES	MATERIALS	PROCEDURE/ACTIVITY
14. Reinforce the g, d, b, v, and k sounds while improving skills in discriminating loud and soft.	Peabody Stimulus pictures of objects beginning with various sounds.	14. Peabody stimulus pictures are used with this activity. One child hides a picture and another is chosen to find it. As the child comes close to the hidden picture the other children make sounds that are loud; if the child is not close, the other children make a soft sound, and if the child is far away, they make no sound.
15. Interpret non-verbal language cues.	Index cards with such activities as sweeping the floor, catching a ball, swimming, skating, etc., written on them.	15. Each child is called to the front of the room and told to select a card. He is then told to demonstrate the activity and the other children are to guess what he is doing.

DEVELOPMENTALLY DELAYED
SPEECH/LANGUAGE
KINDERGARTEN CURRICULUM

Developmental Skills: Language - "Lesson on the Zoo"

Area: Speech Therapy

OBJECTIVES	MATERIALS	PROCEDURE/ACTIVITY
1. The children will become familiar with the animals that live in the zoo.	A zoo gameboard with stick-on animals was used for this activity.	1. The children were seated in a circle and a zoo gameboard was used for discussion. Each child chose a stick-on animal, named it, discussed it and placed it on the gameboard.

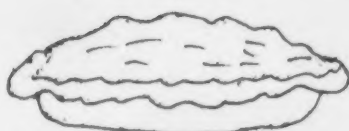


GAME NUMBER 13
-IT DOES WHAT?



puppy

P p



pie



pail



pipe

Put a tail on the pig.

Circle the penny.

Color the pony brown.

Draw a collar on the puppy.

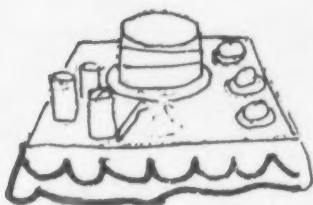
Put a box around the pipe.

Color the pail red.

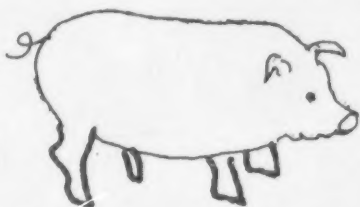
Put legs on the party table.

Put a line under the pie.

penny



party



pig



pony

P p

See the pictures. Say the words



pail



pony



puppy

Pp



pan



pumpkin

Color the pony red
Color the pan green
Color the puppy yellow.
Color the pumpkin orange.
Color the pail blue.

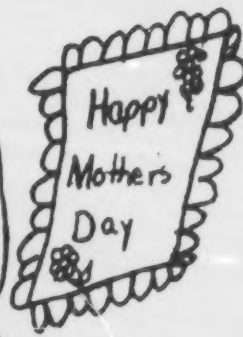




Paste on only those pictures which begin with the L sound

Holidays and Special Days

January thru December



DEVELOPMENTALLY DELAYED
SPEECH/LANGUAGE
KINDERGARTEN CURRICULUM

Developmental Skills: Holidays/Special Days

Area: Halloween

OBJECTIVES	MATERIALS	PROCEDURE/ACTIVITY
1. Familiarize the children with Halloween and why it is celebrated in America.	Book: "True Book of Holidays" Ditto of pumpkins (attached sheet) cut out green leaves and lettersto make "The Great Pumpkin Patch", pictures of scarecrow, moon, witches, etc.	1a. Talk about Halloween in general terms. Stress Halloween safety in trick-or-treating. 1b. Give each child a pumpkin to color and put his name on it. Tell them we are going to make a great pumpkin patch like on the movie, Charlie Brown. While children are coloring their pumpkins, teacher may put the remaining on the bulletin board. Let children put their pumpkin on board among the vines. The results are "The Great Pumpkin Patch".
2. Discuss Halloween terms.	2 erasers. Kleenex per child, glue, black construction paper, string or yarn.	2a. The terms ghost and goblin will be discussed by playing a game where two (2) children balance erasers on their heads. On command, the ghost tries to tag the goblin. When an eraser falls off or a child is tagged, two other children take their turn. 2b. Make a ghost by rolling one (1) tissue into a ball. Place it in the center of the other tissue. Gather the tissue around the other one and tie with yarn or string. Use black construction paper to glue on for eyes, etc.
3. Make Halloween masks and costumes.	Large paper bags, crayons.	3. Discuss mask. Tell children we wear them so no one will recognize us and to scare others in a <u>fun</u> way. Be sure to stress importance of being able to see while wearing a mask. Make mask and costume by cutting eyes, nose, mouth and arms out of sack. Let child decorate and slip over body.

DEVELOPMENTALLY DELAYED
SPEECH/LANGUAGE
KINDERGARTEN CURRICULUM

Developmental Skills: Holidays/Special Days

Area: Halloween

OBJECTIVES	MATERIALS	PROCEDURE/ACTIVITY
4. Familiarize children with Halloween music.	Halloween music - Record: <u>Adventures in Sound</u> by Melody House	4. Play Halloween music. Have the children imitate Halloween characters, ex. (float like a ghost, fly like a witch, creep like a monster, jump like a cat, etc.)
5. Get children familiar with Halloween song and finger plays.	Cut out witch shape from black construction paper. Tune - "Ten Little Indians" Song: "Did You Ever See a Pumpkin" (Tune - Did You Ever See A Lassie) Game: Large pumpkin made from cardboard and colored with the top cut off. Finger Play - "Five Little Pumpkins"	5a. (Sing) "One Little, Two Little, Three Little Witches" Number the witches 1, 2, 3. One little, two little, three little witches fly over haystacks, jump over ditches, slide down the moon without any hitches, Hey-ho, Halloween's here. 5b. Sing song and let children make up verses as children sing. Did you ever see a pumpkin, a pumpkin, a pumpkin. Did you ever see a pumpkin on Halloween Night? Other verses: ghost, mask, black cat, witch, goblin, etc. 5c. Play "Pin the Top on the Pumpkin". Play just like Pin the Tail on the Donkey. 5d. Attached sheet.
6. Help children with visual discrimination skills.	Ex. (Worksheet attached).	6. Give child sheet to cut out, match and paste.

DEVELOPMENTALLY DELAYED
SPEECH/LANGUAGE
KINDERGARTEN CURRICULUM

Developmental Skills: Holidays/Special Days

Area: Halloween

OBJECTIVES	MATERIALS	PROCEDURE/ACTIVITY
7. Help children associate situations with Halloween.	Books: "The Witch Next Door" by Bridwell "Rabbit and Skunk and the Scary Rock" by Stevens "Rabbit and Skunk and Spooks" by Stevens "Where The Wild Things Are"	7. Have children color sheet according to the things discussed in classroom. Ex. (cat and bat - black, pumpkin - orange)
8. Teach children some safety rules on Halloween.	Clyde Frog Show (Safety on Halloween)	Let children watch the 15 minute special then discuss the safety rules on the show.

FIVE LITTLE PUMPKINS

Five little pumpkins sitting on a gate
(hold hand up and move each finger as it talks)

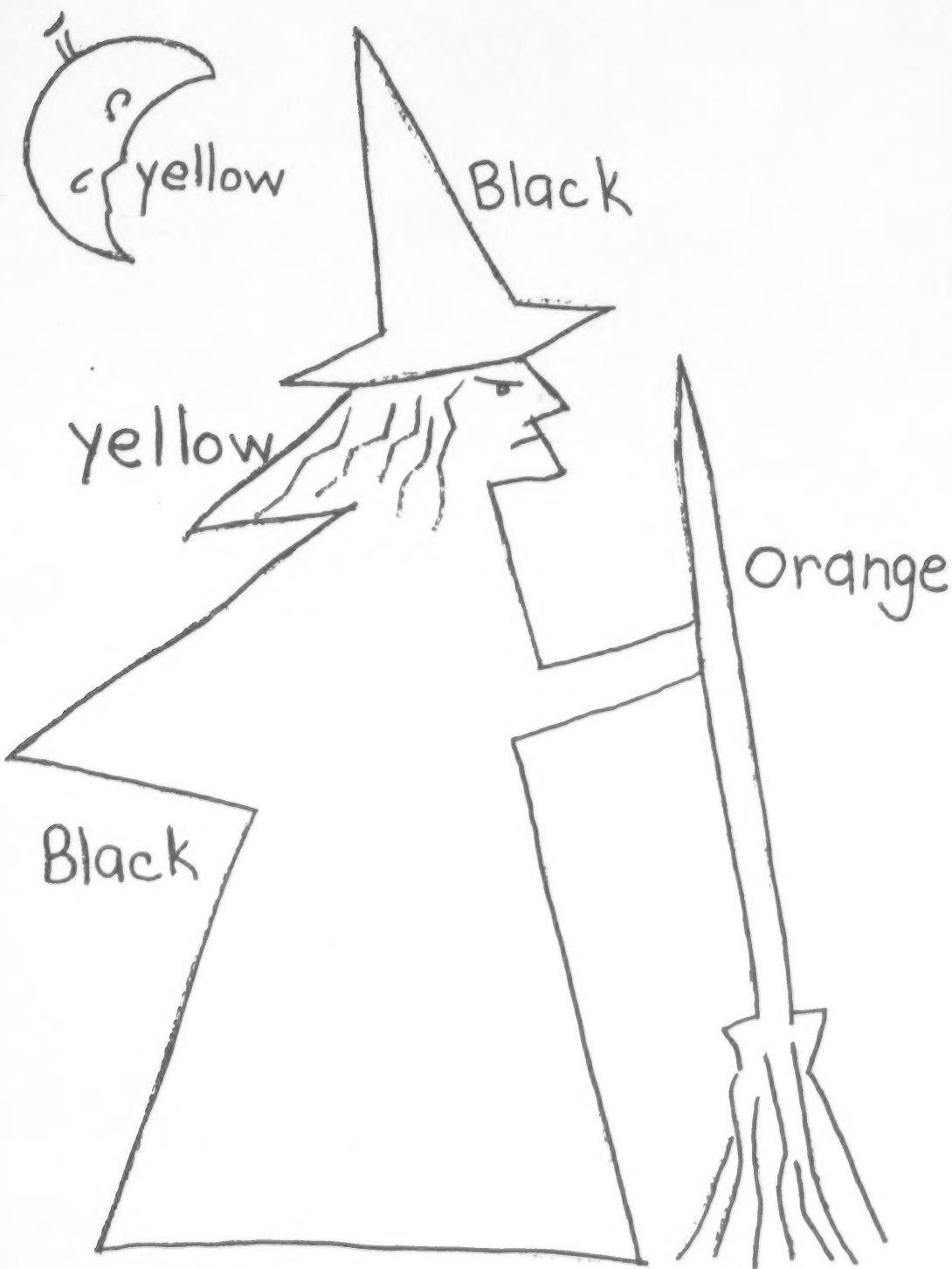
The first one said, "Oh, my, it's getting late."
The second one said, "There are witches in the air."
The third one said, "But we don't care."
The fourth one said, "Let's run and run and run."
The fifth one said, "I'm ready for some fun."
When whooooo went the wind and out went the lights, (close hand)
And the five little pumpkins rolled out of sight.

Note: A bulletin board with five pumpkins on a gate or felt cut-outs would help illustrate this fingerplay.



HALLOWEEN



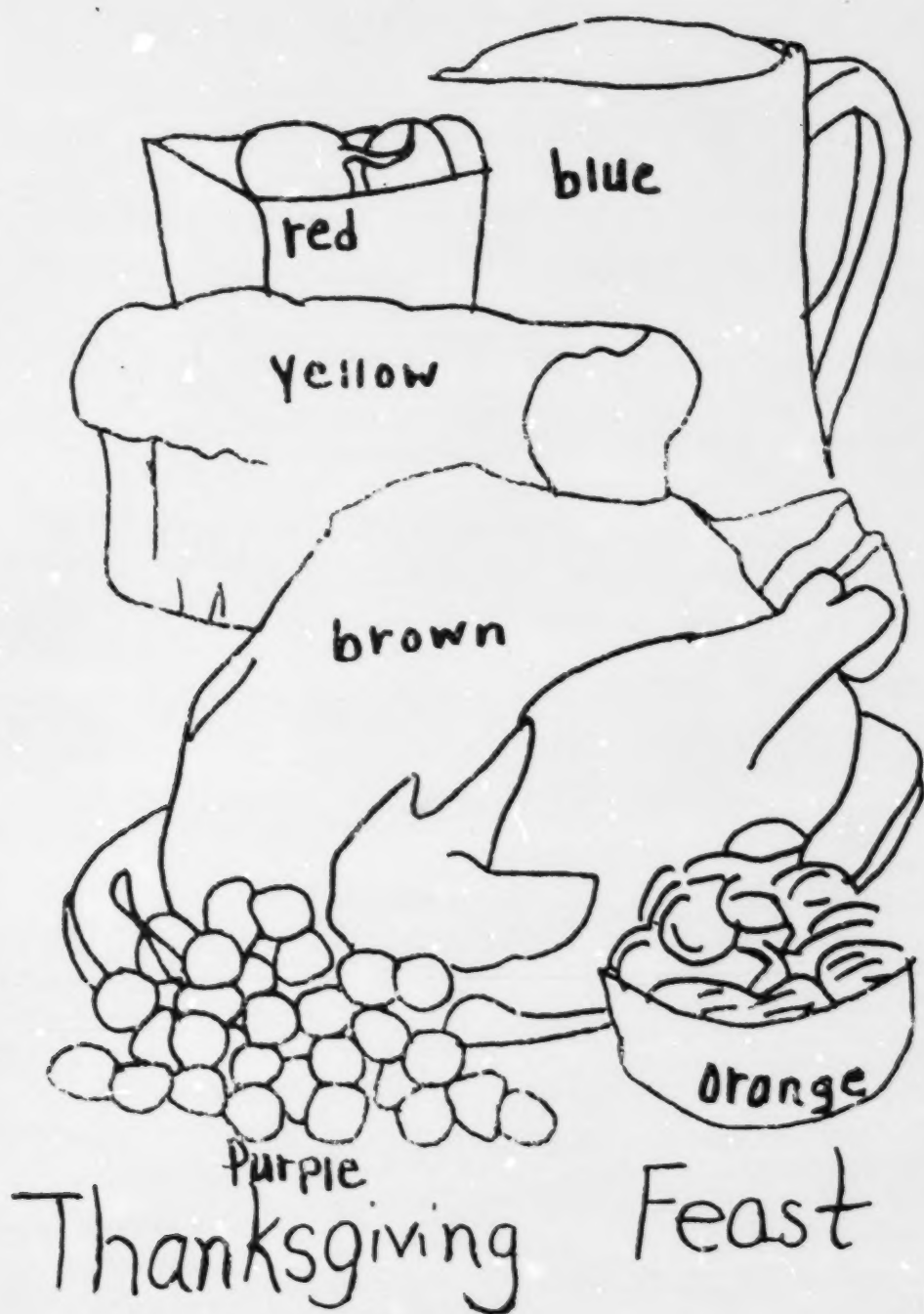


DEVELOPMENTALLY DELAYED
SPEECH/LANGUAGE
KINDERGARTEN CURRICULUM

Developmental Skills: Holidays/Special Days

Area: Thanksgiving

OBJECTIVES	MATERIALS	PROCEDURE/ACTIVITY
1. Discuss the meaning of Thanksgiving and why it is celebrated.	Filmstrip: The Thanksgiving Story Bulletin Board - Picture of Indians, Pilgrims, foods they ate (feast) Mayflower. Ditto Sheet Attached. Ditto Sheet - Turkey Use attached sheet to make pumpkin pilgrim. Use Peabody Indian picture card. Story - Peabody Kit, Lesson 77, Page 95.	1a. Introduce the following terms: Pilgrims, Mayflower, Indians, giving thanks, religion, crops. 1b. Tell what a feast is. Let the children color different foods and discuss how the Indians and Pilgrims planted and gathered their food. 1c. Discuss how people associate roast turkey with Thanksgiving. 1d. Let the children color and paste head on body of Pilgrim. Discuss clothes of Indians and Pilgrims. This will help the children learn about the dress of Pilgrims and Indians.
2. Children will learn about friendship between Indians and Pilgrims.	Puppets made from ditto sheets and paper sacks. Song: "Over the River and Through the Woods". Snack: Bring pumpkin pie to eat.	2. After puppets are made, have a short play using the Pilgrim and Indian puppets. Let the children act out what they have learned. (Showing how Indians showed Pilgrims how to use bow and arrow and plant corn, build log cabins, make candles, use fish as fertilizer, etc.) Tell the children about how the Indians and Pilgrims became good friends.



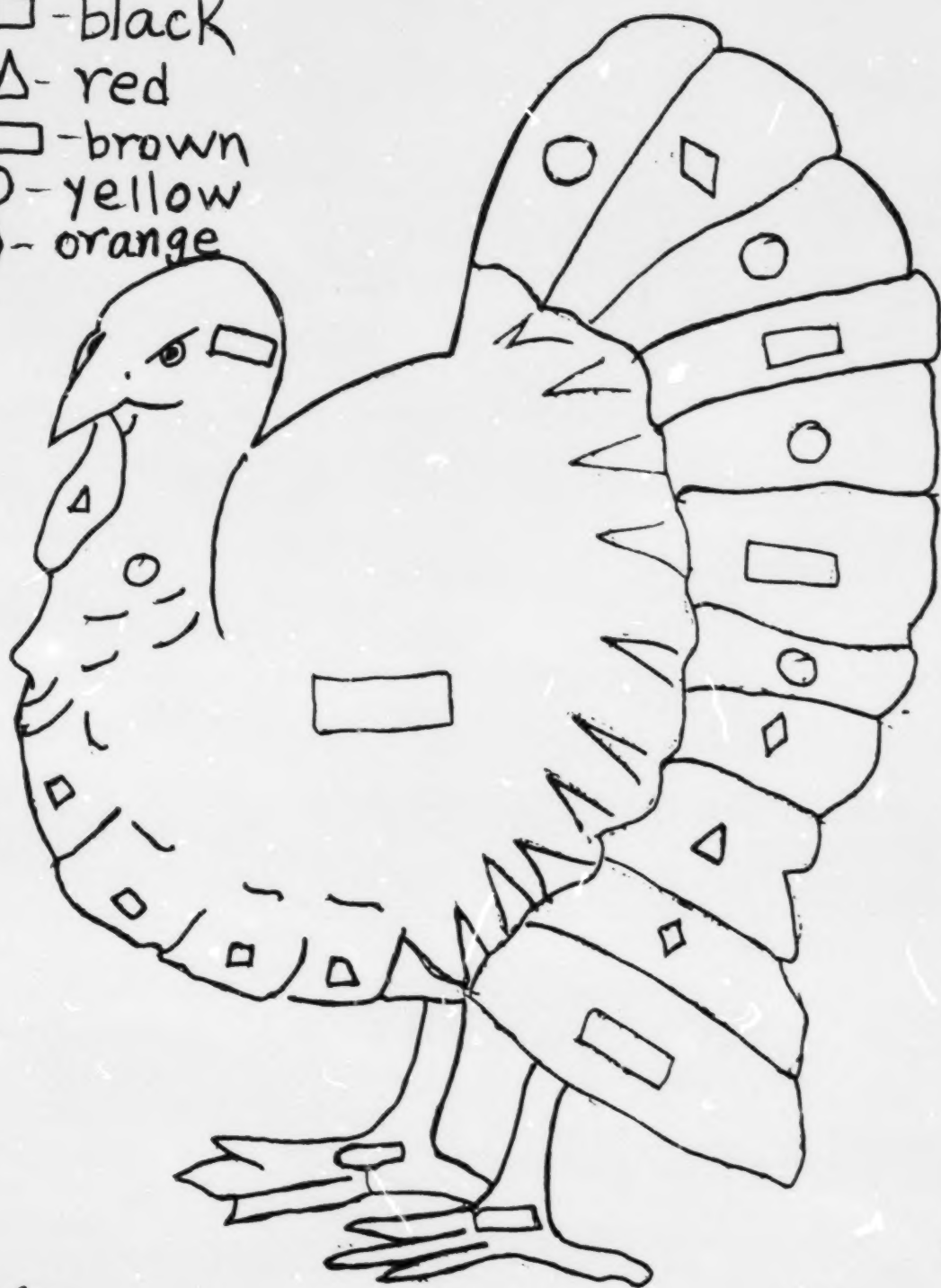
Pumpkin Pilgrim



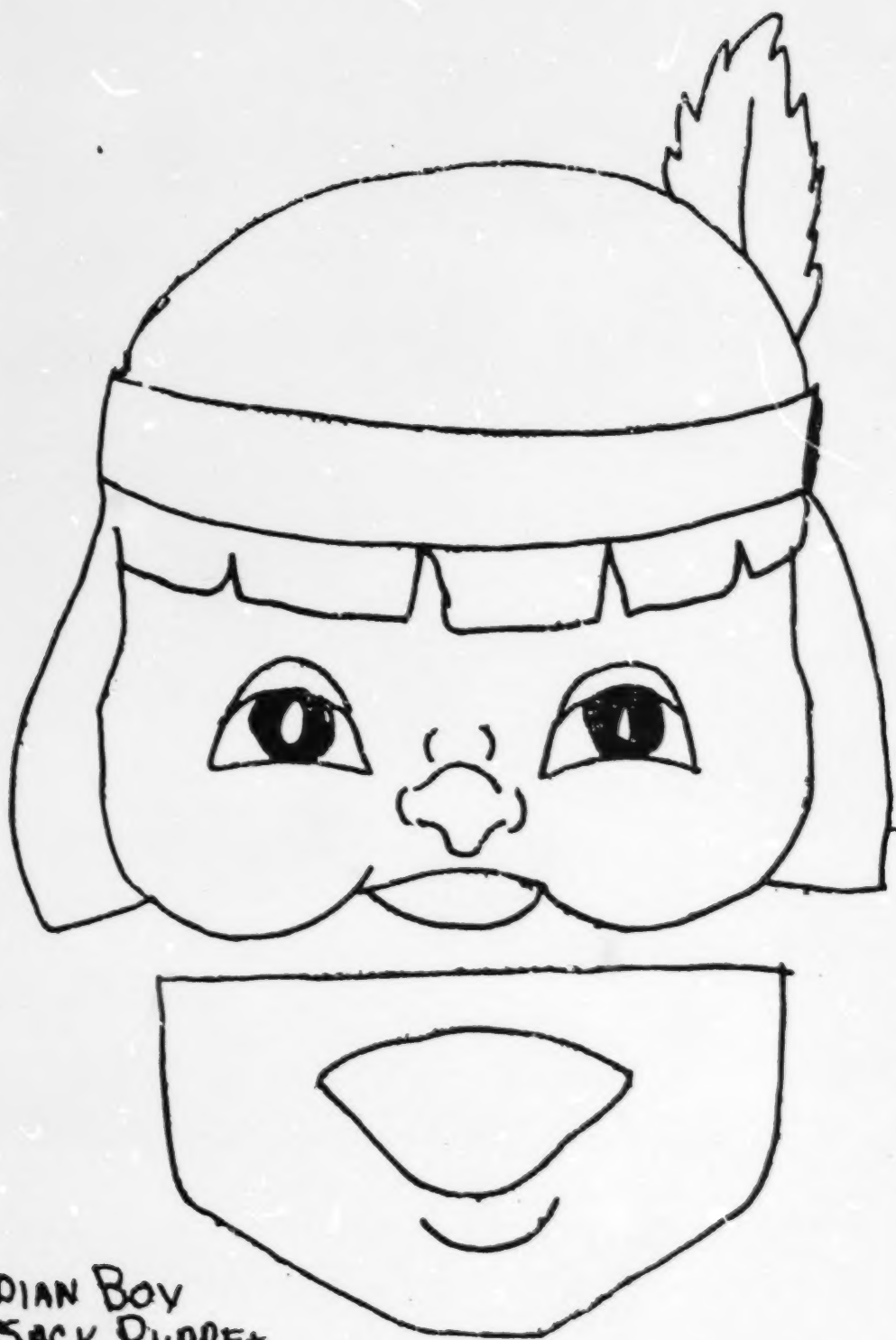
Pumpkin Pilgrim



- - black
- △ - red
- ▭ - brown
- - yellow
- ◊ - orange



Name _____



INDIAN BOY
SACK PUPPET



PILGRIM GIRL
SACK PUPPET



PILGRIM BOY
SACK PUPPET

DEVELOPMENTALLY DELAYED
SPEECH/LANGUAGE
KINDERGARTEN CURRICULUM

Developmental Skills: Holidays/Special Days

Area: Christmas

OBJECTIVES	MATERIALS	PROCEDURE/ACTIVITY
1. Familiarize the children with Christmas traditions and the true story of Christmas.	A Christmas Tree, Cranberries, lights, popcorn and other decorations. Worksheets of Santa Claus, cotton balls, glue, crayons Worksheet of Santa going down chimney and ornaments. Teacher-made nativity scene. Worksheet of Christmas bells, trees, stars, wreath, glitter, paint, glue, crayons, yarn. Large sheet for an envelope, magic markers. Filmstrip: "The Christmas Story"	1a. Talk about the symbol of the evergreen tree and the lights on the tree. Let the children make chains, string popcorn and cranberries and other decorations to put on the tree. 1b. Give children the sheet of Santa Claus and let them use the cotton balls to glue on Santa and his suit. 1c. Tell the children to circle all the ornaments that Santa has hidden. 1d. Have the nativity scene available while the first Christmas story is being read. 1e. Let children decorate the ornament pictures after they have been cut out. These can be used to decorate the room or the Christmas tree. 1f. Let children mail Santa Claus a letter. This is a good language experience for the children. For added interest have Santa send the children a letter or a recorded tape mentioning all the children. 1g. After showing the film let the children give their point of view.

DEVELOPMENTALLY DELAYED
SPEECH/LANGUAGE
KINDERGARTEN CURRICULUM

Developmental Skills: Holidays/Special Days

Area: Christmas

OBJECTIVES	MATERIALS	PROCEDURE/ACTIVITY
	BOOKS: "Rudolph the Red-Nose Reindeer" (Worksheet Attached) "The Night Before Christmas" Moore (Worksheet Attached) "The Santa Claus Book" "Christmas in the Stable" Wiberg "The Town That Forgot It Was Christmas" "Frosty the Snowman" SONGS: "The Little Drummer Boy" "Rudolph, The Red-Nose Reindeer" "Santa Claus is Coming to Town" "Jingle Bells" "O Christmas Tree" "Away in a Manger" "Silent Night" "Up on the House Top" (These are good songs to be sung for a school program.	1h. Read and discuss these books with the children. Then let the children do the worksheet.

DEVELOPMENTALLY DELAYED
SPEECH/LANGUAGE
KINDERGARTEN CURRICULUM

Developmental Skills: Holidays/Special Days

Area: Christmas

OBJECTIVES	MATERIALS	PROCEDURE/ACTIVITY
2. Extend the student's knowledge of the Christmas season by making a Christmas bell that counts the days until Christmas.	Construction paper, glue, scissors Poem: Each night before Christmas, When prayers are said, Break one loop-- Then jump into bed! When Christmas will come, 'Tis easy to tell; For that is the night You come to the bell. Film: "Silent Night--A Christmas Legend" "The Night Before Christmas" SVE Materials Books: "A Thousand Candy Santa's" "Christmas Toys" "Christmas in the Stable"	2. A large bell from construction paper is made with a large hole at the bottom. Then the poem is glued on to the bell. Next chain links are made for each day until Christmas, and attached to the bell.
3. Make Christmas decorations for the class tree.	Christmas cookie cutters, dough, salt, water, measuring cups, flour, paint, yarn, dough recipe. Mix 1/2 cup flour with 1/2 cup salt and add water to make a dough consistency.	3. After the dough is made, cut out and bake at 250° for 1 and 1/2 hours. Cool and paint. Use the yarn to hang the decorations.

DEVELOPMENTALLY DELAYED
SPEECH/LANGUAGE
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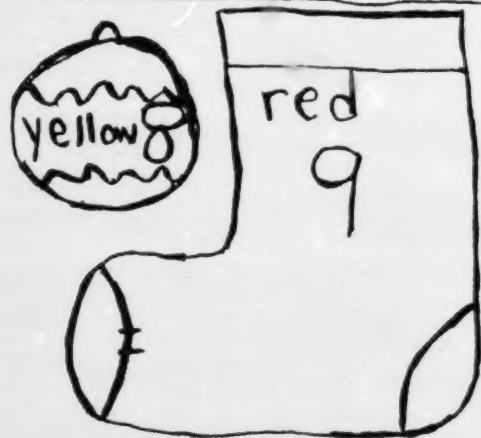
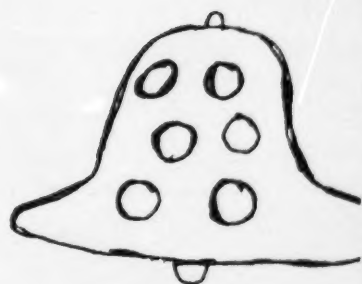
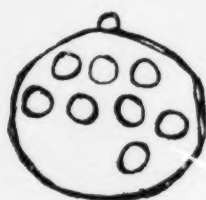
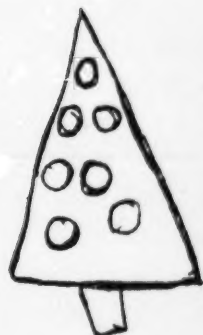
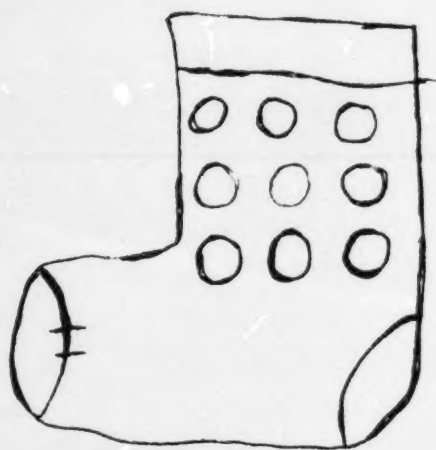
Developmental Skills: Holidays/Special Days

Area: Christmas

OBJECTIVES	MATERIALS	PROCEDURE/ACTIVITY
4. Make a Christmas wreath.	Red and green construction paper, scissors, pencils, glue, 1 clothes hanger shaped in a round circle and red yarn. Nursery Rhyme - "Little Jack Horner" and ditto sheet attached.	4. The children trace around both of their hands and cut them out. The cut out hands are glued to the hanger. Red berries are glued to the wreath and a bow from yarn is placed at the top.







cut bottom out and
attach by gluing to
upper pictures

DECEMBER

CHRISTMAS







LITTLE JACK HORNER

Little Jack Horner
Sat in a corner,
Eating his Christmas pie.
He stuck in his thumb,

And pulled out a plum,
And cried, "Oh, what a good boy
am I!"

DEVELOPMENTALLY DELAYED
SPEECH/LANGUAGE
KINDERGARTEN CURRICULUM

Developmental Skills: Holidays/Special Days

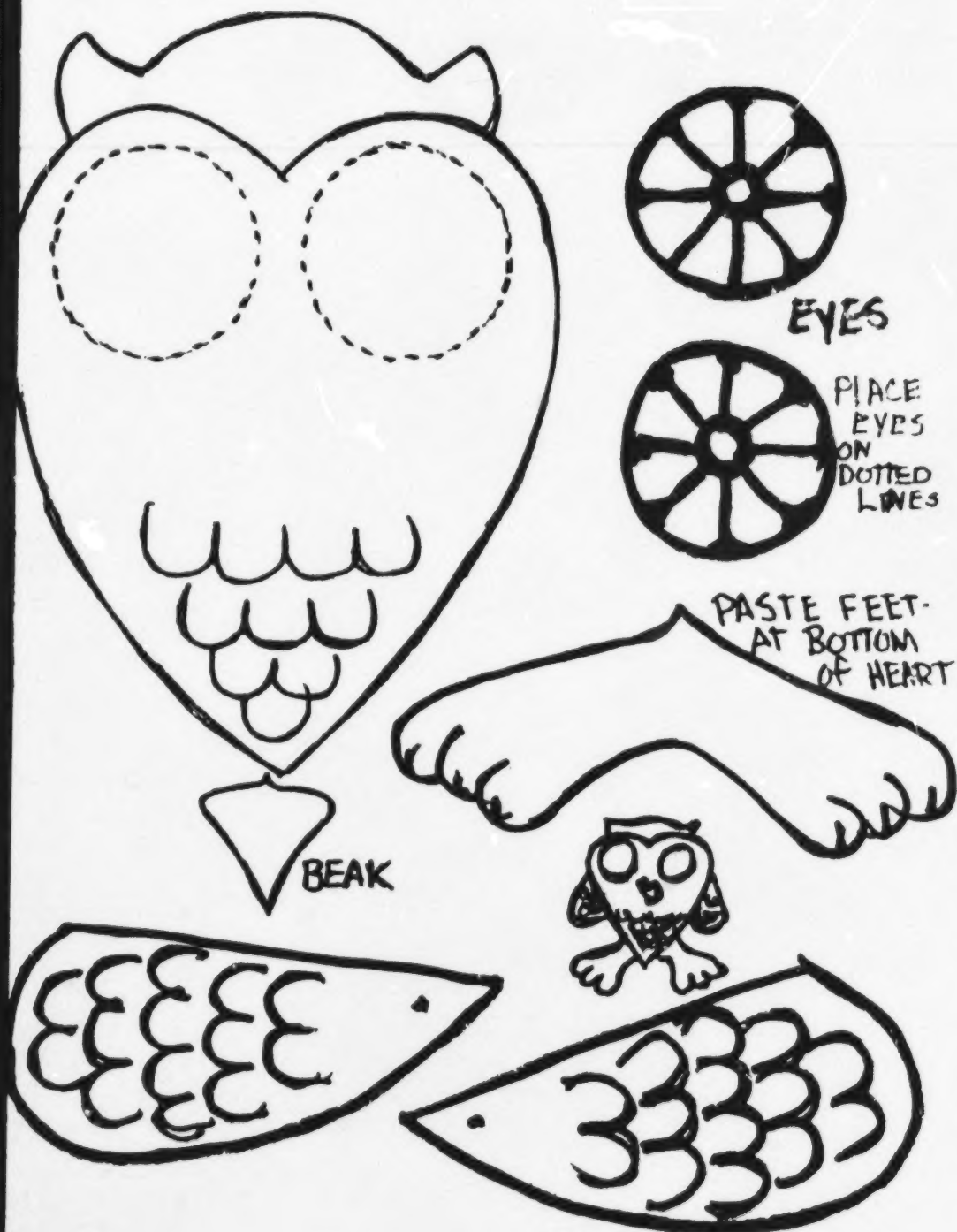
Area: Valentine Day

OBJECTIVES	MATERIALS	PROCEDURE/ACTIVITY
1. Introduce the Special Day of Valentine Day by discussing some of the traditions of this day.	Teacher-made "Love" Tree (Large tree branches, red construction paper, scissors, yarn.) One large Valentine made out of red poster paper with an arrow made from black construction paper. One red Valentine White paper bags, crayons Worksheet attached, red construction paper, glue, crayons, scissors. Scissors, paste, crayons	1a. Talk about how hearts mean "I like or love you". Talk about how people usually send valentines to friends. Then let the children cut out hearts with their name on them and hang on the tree. 1b. Play Pin the Arrow on the Heart, like Pin the Tail on the Donkey. 1c. Valentine game. All children make a large circle around one child in the middle. The children in the circle pass the red valentine behind their backs until the middle child has counted to ten and says "Be My Valentine". This child has to guess who has the Valentine. If he doesn't get it right the child with the Valentine gets to be in the middle. 1d. Let children decorate the white bag and bring valentines to give to their classmates. 1e. Let the children make their mother a Valentine Card by coloring and cutting the worksheet. Next paste the design on a folded red construction paper. Let the children sign their name inside the card. 1f. Have the children color, cut and paste together the worksheet.

FINGER PLAY: FIVE LITTLE VALENTINES

One little Valentine said "I love you"
I made another, then there were 2.
Two little Valentines, one for me,
I made another then there were 3.
Three little Valentines said "We need one more"
I made another, then there were four.
Four little Valentines, one more to arrive,
I made another, then there were five.
Five little Valentines all ready to say,
"Be my Valentine on this Happy Day."

MR. HEART



A JOLLY VALENTINE



**DEVELOPMENTALLY DELAYED
SPEECH/LANGUAGE
KINDERGARTEN CURRICULUM**

Developmental Skills: Holidays/Special Days

George Washington's Birthday
Area: Abraham Lincoln's Birthday

OBJECTIVES	MATERIALS	PROCEDURE/ACTIVITY
1. Become aware of the two past Presidents of our country by remembering them on their birthday.	Trend Bulletin Board Aid - February Simple facts about each president to make a story about each. Silhouette of each president, glue, scissors, construction paper. SONGS: "My Country 'Tis of Thee" "Yankee Doodle" Record - Sing Along With Lucky, Melody House	1a. When putting up birthdays and holidays for the month on the calendar, add these two presidents. Discuss with the children these two dates. 1b. Use the attached pictures for coloring. Then present a simple story of the life of each president. Let the children retell the story. Discuss their hairstyle, clothing, ways of life, need for leadership, etc. 1c. Distribute copies of attached picture around to each child. Give each child one, let him cut it out and paste on a piece of construction paper. Ask all the children with silhouette of George Washington to stand up and ask them "How do you know you have George Washington?". Do the same for Abraham Lincoln. This helps review the historical facts about each one.







The little boy is George Washington
George cut down the cherry tree.





Abraham Lincoln liked to write
He wrote on a wooden shovel



Abraham Lincoln

**DEVELOPMENTALLY DELAYED
SPEECH/LANGUAGE
KINDERGARTEN CURRICULUM**

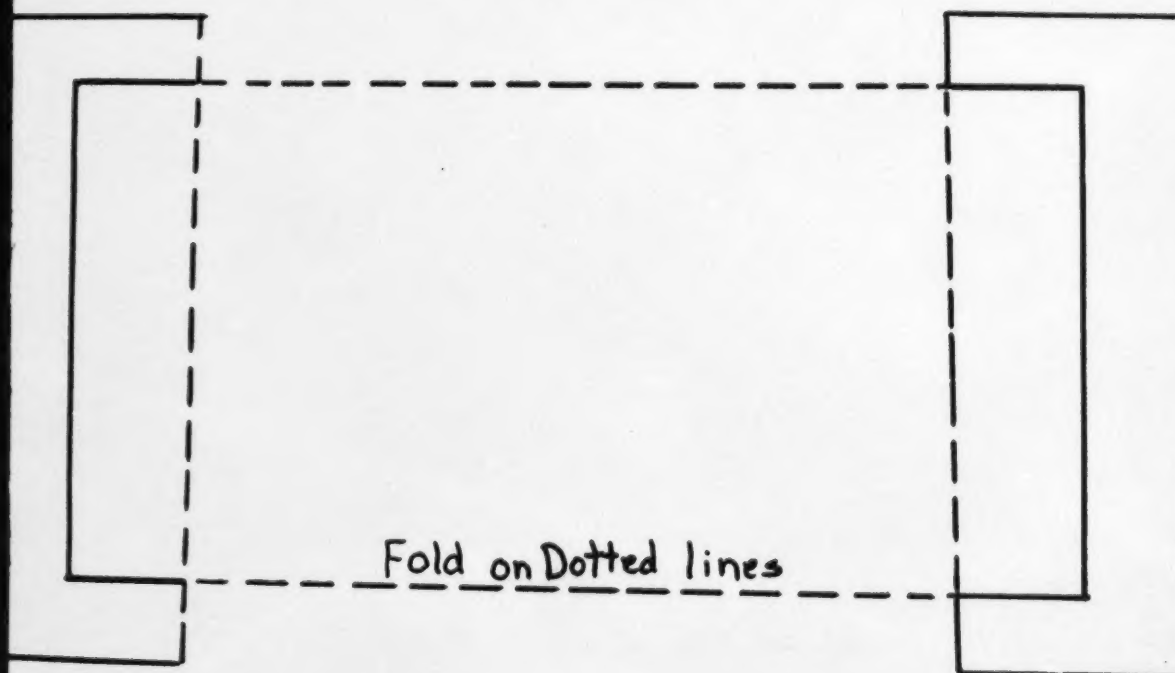
Developmental Skills: Holidays/Special Days

Area: Easter

OBJECTIVES	MATERIALS	PROCEDURE/ACTIVITY
1. Introduce the Easter holiday and the reason this holiday is celebrated.	Filmstrip: Celebrating Easter Teacher Made Worksheet, large egg, finger paint. Filmstrip: Mrs. Hen's Easter Surprise (SVE Filmstrip) The Golden Egg Book Ditto of Easter basket put on construction paper, staples, and straw. Poem: Ten Little Chicks (Attached ditto sheet, work-sheet of chick and shell) Poem: Five Easter Rabbits (ditto of rabbit) Song: The Easter Bunny (Ditto of Easter Rabbit attached) Mothers' Easter Card - ditto attached Books: "How Peter Cotton Tail Got His Name" "Miss Flora McFlimsey's Easter"	1a. Show film, discuss and explain story of Easter. Easter is a new beginning (taken from the religious story), so therefore colored eggs are a symbol of this new beginning because life comes from an egg, and so are flowers (beauty from the ground). 1b. Let children finger paint their easter eggs. 1c. Make Easter basket by letting the children cut and fold the basket. The teacher will staple it and let the children fill with straw. Display on table. 1d. Let children listen to poem. Then discuss the poem. Let the children cut, color, and glue egg and chick. Display in classroom. 1e. After the poem is read and discussed, do the worksheet. 1f. Children will color, fold and sign the card.

HANDLES

EASTER BASKET



HANDLES

TEN LITTLE CHICKS

10 little chicks sat under a vine.
 1 flew away, and then there were 9.
 9 little chicks cried, "Wait, wait, wait."
 1 went to get a drink, and then there were 8.
 8 little chicks in a line so even;
 1 ran to get some corn, and then there were 7.
 7 little chicks said, "We're in a dreadful fix."
 1 said, "I'm leaving, too," and then there were 6.
 6 little chicks were glad to be alive.
 1 chased a doodle bug, and then there were 5.
 5 little chicks were resting on the floor.
 1 saw the farmer, and then there were 4.
 4 little chicks sighed, "Oh, dear me."
 1 went to roost, and then there were 3.
 3 little chicks grew, and grew, and grew.
 1 became a rooster, and then there were 2.
 2 little chicks said, "We won't run."
 1 changed his mind, and then there was 1.
 1 little chick said, "This is no fun."
 So he grew up . . . and then there was none.



CUT OUT EGG. CUT CHICK OUT AND PASTE
 BEHIND EGG.

FIVE EASTER RABBITS

5 little Easter rabbits
Sitting at the door;
One hopped away;
Then there were 4.

Refrain: Hop, hop, hop, hop
See how they run;
Hop, hop, hop, hop,
They think it great fun.

4 little Easter rabbits
Sitting under a tree;
One hopped away
Then there were 3.
Refrain

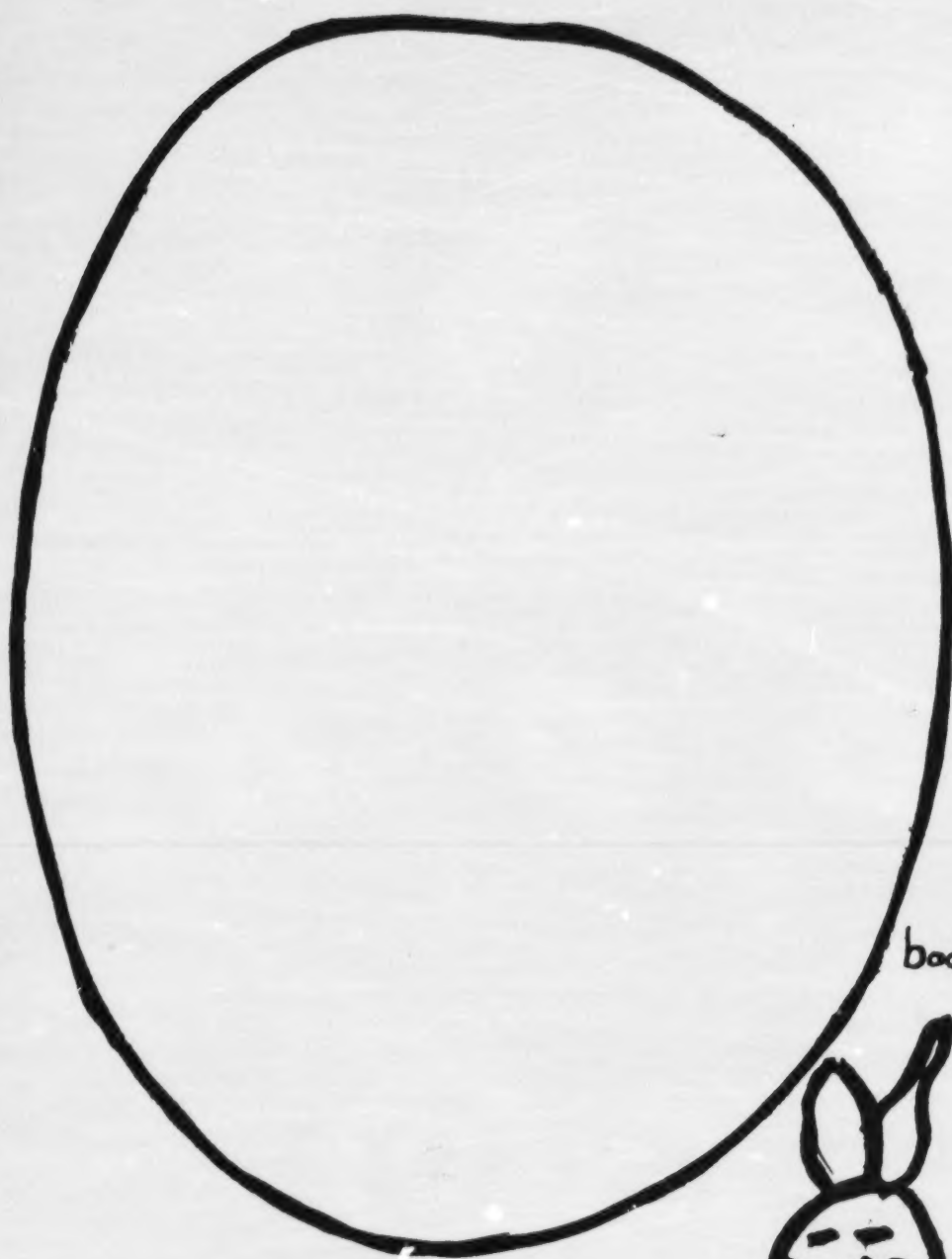
3 little Easter rabbits
Looking at you;
One hopped away
Then there were 2.
Refrain

2 little Easter rabbits
Sitting in the sun;
One hopped away
Then there was one.
Refrain

1 little Easter rabbit
Left all alone;
He hopped away
Then there was none.

Hop, hop, hop, hop,
All gone away.
Hop, hop, hop, hop,
They'll come back some day.

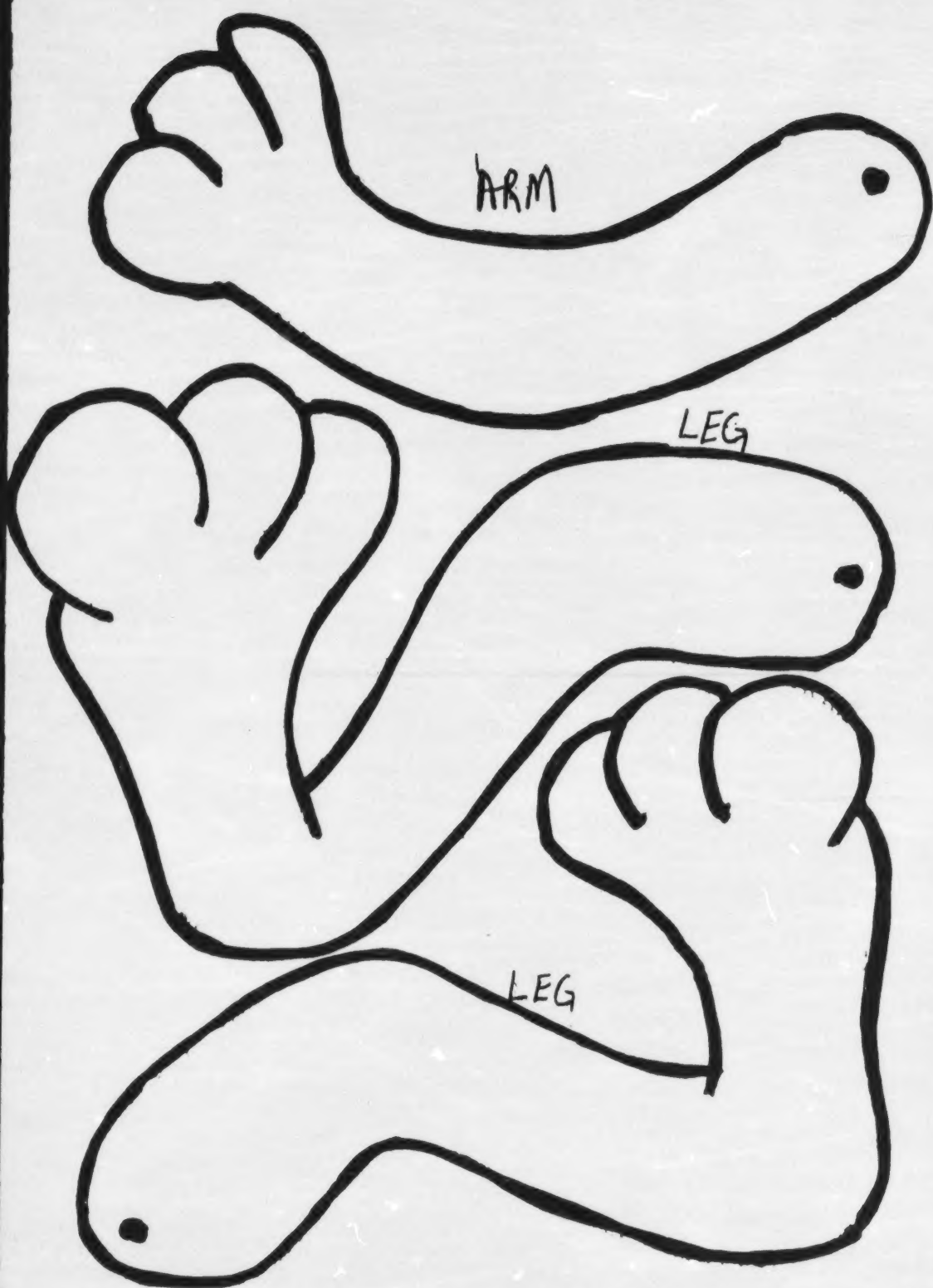




body

BINGO the BUNNY









131/ The Easter Bunny

Melody and Words by Jean M. Foucher

C²

C *C* *G7* *G7*

The East - er Bun - ny's feet go hop, hop, hop,

G7 *G7* *C* *C*

While his big pink ears — go — flop, flop, flop.

And lower...

C *C* *F* *C*

He is rush - ing on his way, For East - er's a big day,

G7 *G7* *C* *G7* *C*

With a hop, flop, hop, flop, hop.

Ask your children: "Would you like to pretend you are the Easter Bunny? Let your feet go hop, hop, hop. Let your ears go flop, flop, flop. What else does the Easter Bunny do?"

Answers: "He brings us Easter eggs."

"He hops around with his basket."

"He hides eggs under the trees."

"Why don't we try to make up another verse to this song, telling some of the other things the Easter Bunny does?"



DEVELOPMENTALLY DELAYED
SPEECH/LANGUAGE
KINDERGARTEN CURRICULUM

Developmental Skills: Holidays/Special Days

Area: Mother's Day

OBJECTIVES	MATERIALS	PROCEDURE/ACTIVITY
1. Explain the reason for Mother's Day and that we also have a Father's Day. 231	Mother's Day Card and ditto sheet attached, colors.	1. Children will fold, color, and sign the card. Explain why we have a Mothers' Day; - to express our love to our Mothers for all they've done for us. 232

Happy Mother's Day



PROGRAM EVALUATION

Evaluation of the preschool program is incomplete, but after the first year of operation, results of measurements that have been made are very encouraging. The first year's class were pre and post tested for language age, mental age, and expressive and receptive language skills. The mean language age gain during the year was 2 years, 9 months, the mean gain in mental age was 2 years, 4 months, the mean gain in expressive language was 33%, and the mean gain in receptive language was 25%. At entry, only two children scored at the speech ability level for children of their age. At exit 7 more children had moved above the mean in speech ability for the age level. While this gain may seem low, it is explained in part by the extremely low entry level skills. At entry, the mean chronological age was 5 years, 4 months, but mean language age was 3 years, 6 months, and mean mental age was 3 years, 9 months. (See attached tables)

The entering first graders this school term (1981-82) consisted of 51 children, 21 of whom were in the preschool program during 1980-81. These entering first graders were all given the California Achievement Test, Level 10. Scores in mathematics ranged from the 3rd percentile to the 86th percentile with a class median of the 25th percentile. Only one of the children who had the preschool experience scored in the lowest quartile, 7 were in the low middle quartile, 7 in the upper middle, and 6 were in the upper quartile. Thirteen were above the class median and 8 were below.

In the area of reading, the range was from the first percentile to the 99th percentile. There were no children from the preschool group in the lowest quartile, there were 7 in the low middle, 5 in the upper middle, and 8 in the upper quartile. Fourteen were above the class median and 7 were below.

At this printing, no data is available beyond entry into first grade, but only one child who was in the preschool program appears to be in danger of failing first grade, and he will be screened next year for special education.

A 3-year longitudinal study is planned for all the children who have been or will be in the preschool program.

Utah Test of Language Development					Peabody Picture Vocabulary Test					Northwestern Test of Syntax and Morphological Understanding									
NAME	Post- test Chron. Age Yr. Mo.	Pretest Language Age		Posttest Language Age		Gain Y. M.	Pretest Mental Age		Posttest Mental Age		Gain Y. M.	Pretest Scores		Posttest Scores		Gains			
		Yrs.	Mos.	Yrs.	Mos.		Yrs.	Mos.	Yrs.	Mos.		Yrs.	Mos.	Recpt.	Expr.	Recpt.	Expr.	Rec.	Exp.
Felicia C.	5-10	2	9	5	10	3-1	3	1	6	6	3-5	20	15	30	32	10	17		
George R.	6-1	2	9	6	1	3-4	4	0	5	2	1-2	25	10	30	30	5	20		
Shyvonda S.	5-9	2	9	6	3	3-6	2	3	4	10	2-7	10	3	17	29	7	26		
Damaris W.	5-10	3	10	6	11	3-1	5	6	6	6	1-0	21	22	31	32	10	10		
Steven B.	6-6	2	6	4	7	2-1	2	2	4	1	1-11	13	-	23	16	10	-		
Lanetra J.	6-5	3	5	6	8	3-3	3	7	6	10	3-3	27	21	40	38	13	17		
Michael R.	6-3	3	1	6	6	3-5	3	8	5	9	2-1	14	12	27	37	13	25		
Dennis C.	5-9	3	5	7	11	4-6	3	8	7	6	3-10	-	-	31	38	-	-		
Jerome D.	6-7	4	4	7	11	3-7	5	3	8	9	3-6	25	18	38	36	13	18		
Tawanda L.	5-10	3	8	6	5	2-9	4	9	5	9	1-0	21	4	25	29	4	25		
Angela N.	6-5	4	1	7	1	3-0	3	2	5	9	2-7	21	8	35	34	14	26		
Jennifer R.	6-1	2	8	6	6	3-10	3	0	5	9	2-9	11	7	39	37	28	30		
Anthony B.	5-11	3	1	6	6	3-5	3	8	5	1	1-5	17	5	22	32	5	27		
Angela H.	5-9	3	8	6	5	2-9	3	4	4	3	0-11	11	9	26	37	15	28		
Carrie H.	6-2	3	5	5	10	2-5	4	7	6	3	1-8	22	22	30	38	8	16		
Avg. 6.1		Avg. 3.3		Mean Gain		3-2	Avg. 3.8		Mean Gain		2-2	Avg. 18	Avg. 12	Mean Gains		11	22		
Pre																			

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		Utah Test of Language Development				Peabody Picture Vocabulary Test				Northwestern Test of Syntax and Morphological Understanding							
NAME	Post- test Chron. Age Yr. Mo.	Pretest Language Age		Posttest Language Age		Gain Y. M.	Pretest Mental Age		Posttest Mental Age		Gain Y. M.	Pretest Scores		Posttest Scores		Gains	
		Yrs.	Mos.	Yrs.	Mos.		Yrs.	Mos.	Yrs.	Mos.		Recpt.	Expr.	Recpt.	Expr.	Rec.	Exp.
Earl H.	6-2	4	7	6	11	2-4	4	0	5	9	1-9	28	7	21	25	-7	18
Patrick G.	6-0	5	0	7	1	2-1	5	11	7	1	1-2	-	-	29	29	-	-
George C.	6-4	3	5	6	6	3-1	5	3	6	8	1-5	26	18	29	29	3	11
Judy H.	6-5	5	6	7	11	2-5	4	2	5	9	1-7	13	24	30	30	17	6
Patricia L.	5-8	2	8	5	6	2-10	3	0	4	10	1-10	19	3	3	8	-16	-5
Edsel T.	6-6	3	1	5	3	2-2	2	10	3	8	0-10	17	0	17	21	0	21
Lashonda L.	5-8	3	3	6	6	3-3	2	10	5	5	2-7	24	24	26	32	2	8
Sherrell M.	6-6	4	4	6	8	2-4	4	7	5	5	0-10	-	-	25	26	-	-
Don S.	6-3	3	5	6	5	3-0	4	7	6	10	2-3	26	11	20	21	-6	10
Darrell L.	5-8	2	11	6	5	3-6	2	6	5	5	2-11	17	3	24	26	7	23
Zachary B.	5-11	3	8	6	11	3-3	3	9	5	5	1-8	17	9	19	29	2	20
Pamela Mc.	6-7	4	9	7	1	2-4	5	3	5	9	0-6	24	17	27	35	3	18
	Avg. 6-3	Avg. 3-11		Mean Gain		2-7	Avg. 4-1		Mean Gain		1-7	Avg. 21-1	Avg. 11-6	Mean Gains		1-1	13
	Pre Avg. 5-4																

CLAY COUNTY SCHOOLS
KINDERGARTEN CLASS OF 1981-82
TITLE IV-C CLASS

PUPIL'S NAME	UTAH TEST OF LANGUAGE DEVELOPMENT						PEABODY PICTURE VOCABULARY TEST						TEMPLIN-DARLEY TEST OF ARTICULATION			NORTHWESTERN TEST OF SYNTAX AND MORPHOLOGICAL UNDERSTANDING					
	PRE TEST		POST TEST		GAIN		PRE TEST		POST TEST		GAIN		PRE TEST	POST TEST	GAIN	PRE TEST	PRE TEST	POST TEST	POST TEST	GAIN	GAIN
	Yrs.	Mos.	Yrs.	Mos.	Yrs.	Mos.	Yrs.	Mos.	Yrs.	Mos.	Yrs.	Mos.				REC.	EXP.	REC.	EXP.	REC.	EXP.
Pamela	4	- 4	6	- 3	1	- 11	3	- 3	4	- 7	1	- 4	111	124	13	17	22	29	27	12	5
Cleveland	3	- 5	5	- 3	1	- 10	3	- 3	5	- 1	1	- 10	90	110	20	15	21	19	21	4	0
Patrick	3	- 10	6	- 10	3	- 0	2	- 6	4	- 2	1	- 8	96	106	10	17	20	25	16	8	-4
Johnny	4	- 1	6	- 10	2	- 9	4	- 11	5	- 3	0	- 4	110	119	9	23	26	29	25	6	-1
Denice	4	- 1	6	- 3	2	- 2	4	- 3	6	- 8	2	- 5	116	131	15	23	19	30	29	7	10
Charlene	3	- 6	6	- 1	2	- 7	3	- 6	4	- 11	1	- 5	92	103	11	14	21	18	17	4	-4
L. C.	4	- 4	6	- 3	1	- 11	4	- 3	6	- 10	2	- 7	98	133	35	20	18	24	29	4	11
McKilla	4	- 9	7	- 1	2	- 4	4	- 10	7	- 3	2	- 5	116	134	18	28	27	34	29	6	2
Tyrone	4	- 1	6	- 1	2	- 0	3	- 7	6	- 4	1	- 9	117	138	21	20	11	30	19	10	8
Olen	4	- 1	6	- 1	2	- 0	3	- 5	5	- 10	2	- 3	91	112	21	16	23	20	17	4	-6
Tasha	4	- 9	6	- 3	1	- 6	2	- 8	4	- 7	1	- 11	112	127	15	12	26	23	25	11	-1
Quann	3	- 1	5	- 10	2	- 9	2	- 11	5	- 4	2	- 5	123	127	3	17	5	17	23	0	18
Cal	3	- 8	6	- 1	2	- 5	3	- 5	4	- 6	1	- 1	129	136	7	16	35	33	35	17	0
Taurus	4	- 9	6	- 3	1	- 6	3	- 3	5	- 3	2	- 0	123	133	10	15	17	27	28	12	11
MEAN GAINS					2	2			1	0					15					5	3